



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	Pinfold Street Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	53.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21, 2021-22, 2022-23
Date this statement was published	December 2020
Date on which it will be reviewed	July 22
Statement authorised by	Toni Beech, Headteacher
Pupil premium lead	Ross Worthington, Deputy Headteacher
Governor / Trustee lead	Sue Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,855
Recovery premium funding allocation this academic year	£25,000
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	£333,855

Part A: Pupil premium strategy plan

Statement of intent

At Pinfold, it is our intention for pupils, irrespective of their 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.'

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, 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 first met. This allows us to then focus on the academic needs to ensure that the pupils achieve highly.

Our strategic plan is centred around 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. As outlined in the intended outcomes below, non-disadvantaged pupils attainment will be sustained and improved alongside progress for their disadvantaged peers.

Targeted academic support is another strategy which is proven to have a great impact and support all pupils in school, not only the disadvantaged pupils. As a school we use the RADY uplift 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 we have identified support all pupils in making good progress and attainment.

Challenges

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

Challenge number	Detail of challenge
1	Speech & Language barriers oral language skills in EYFS upon entry to school are lower for all children and lower for PP children than for other pupils.
2	Lack of Personal Social and Emotional development/strategies
3	Low level of basic skills - 100% of pupils enter school below age related expectations
4	Some families do not have access to ICT resources that would enable quality remote learning
5	High levels of deprivation – approximately 82% of families live in most deprived areas
6	Low parental aspirations – previous poor encounters with education
7	Safeguarding concerns/community concerns/welfare issues
8	Poor diet and health/routines/daily structures – use healthy weight indicators from EH PP

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills	Pupils' needs are accurately identified and pupils receive the appropriate SP&L support support additional support either through NELI, Wellcomm, SALT. Pupils make rapid progress by the end of the year and meet at least age-related expectations
Pupils develop a range of social and emotional skills/strategies	Children needing both SCG and Nurture will be able to access for a term. Children with high SEMH needs on the authority tracking system will be allocated a known safe adult. Children will have a better understanding of the range of emotions they are and practise using strategies to self-manage and self-regulate
Improved attainment of GLD, within 10% of national, at the end of the academic year.	Resource pack and Pinfold reading bag is provided for every new Reception starter at Pinfold, pack includes first set of RWI sound cards and corresponding CVC words, HFW flash cards, number activities, name writing activities. When pupils start school, their needs in C&L, phonics and number are accurately identified (Number sense, RWI, and language programmes). Pupils receive high quality first teaching and additional support through targeting and intervention sessions. Pupils' make rapid progress by the end of the year.
All pupils will have a device provided for use at home to	School offer is communicated well to parents and parents feel confident to approach school for support. DfE laptops will be provided for KS2

access remote learning. Where internet is needed, school will provide dongles and data packages.	pupils and school Ipads will be provided for KS1/EYFS pupils. School obtained Vodaphone routers and data cards to issue. All pupils actively take part in remote learning.
School will contribute towards costs and resources to ensure that pupils have access to everything they need at home.	Schools subsidise/cover completely, costs of school trips/events. Offer of paper packs of work, reading books that can be left in the home, art packs with range of crafting materials/activities. Parents worries are reduced and pupils feel supported by school. Pupils take part in educational visits/activities.
Improvement in pupils' self-esteem and experiences are increased, leading to passions and interests being ignited. Pupils have hopes, dreams and goals.	Through introduction of Building Learning Power (which incorporates growth mindset, resilience) pupils become confident in their abilities as learners and aspire to achieve well. A common and consistent language for Building Learning Power is used by staff, BLP assemblies and mascots in classes will motivate pupils. The enrichment programme offers a vast range of opportunities to spark hopes, dreams and goal setting.
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 made to ensure pupils are being protected from any forms of harm
Increased knowledge of what constitutes and healthy diet, pupils strive to lead physically and mentally healthy lifestyles.	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. The school enrichment offer includes 'food preparation and handling' sessions/qualifications and gardening/planting and food growing. Pupils spend time regularly on the school farm.

Activity in this academic year 2022-23

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: £61,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed key T and L principles</p> <p>SIP target 1</p>	<p>Middle Leaders will have non-contact time to:</p> <ul style="list-style-type: none"> - Support staff with planning and delivery and team teach lessons to model best practice - Research further successful, proven strategies and introduce to the school - Support teachers in delivering first quality teaching - Provide regular CPD and training on known strategies - Monitor LL statements and deliver relevant training - Recap already successful strategies - Analyse errors in pupils' practice - Use misconceptions as teaching points and deliver relevant training <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,3,4</p>
<p>Improve progress and standards in Reading, Writing and Maths</p> <p>SIP Targets 5, 6, 8, 9, 10, 11 and 22</p>	<p>Evidence suggests that having success in the core subjects is vital for a child's future. Of all groups of pupils, COVID 19 impacted the DA pupils the most and the gap between DA and Non-DA pupils is well documented nationally. To counter act this, the <i>reading lead</i> will:</p> <ul style="list-style-type: none"> - Target the lowest 25% attainers in Reading and improve stamina for reading <p>The <i>writing lead</i> will:</p> <ul style="list-style-type: none"> - Research and deliver training on how to improve the teaching of spelling and handwriting <p>The maths lead will:</p> <ul style="list-style-type: none"> - Work with all staff members to apply the Number Sense strategies when delivering lessons 	<p>1,3</p>

	<ul style="list-style-type: none"> - Continue to develop reasoning skills for all pupils by delivering high quality CPD and carrying out detailed analysis of assessments 	
<p>Subject Leadership time</p> <p>SIP target 2</p>	<p>Focussed co-ordinator time to enable each subject leader to:</p> <ul style="list-style-type: none"> - Know their subject in detail for both the NC and our Pinfold curriculum inc. RWM - Lead on subject specific monitoring and feedback - Support staff with subject knowledge, planning, teaching and learning and targeted support - Attend CPD to improve their own subject knowledge - Termly/half termly subject RAG - Regular monitoring of their subject - Assessment process in their subjects – what it look like and how it will be recorded and link to Insight 	3
<p>Staff to use language principles to develop communication skills</p> <p>SIP target 19</p>	<p>In EYFS, staff will continue to focus time modelling language during child initiated time. There is a strong evidence base that acquiring early oral language skills ensures that the vocabulary gap between DA and Non DA pupils in decreased. This will be achieved through:</p> <ul style="list-style-type: none"> - WELLCOMM units - Targeting children within units of work - Exposing children to key vocabulary and this will be planned in - Vocab Vault deployed across the whole school, in every class - RWI resources purchased for new starters <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,3
<p>Monitoring of teaching with a focus on groups of pupils</p> <p>SIP target 13</p>	<p>Monitoring of groups of pupils including DA and PP pupils to ensure that they are making progress. This will take place in the form of:</p> <ul style="list-style-type: none"> - Analysing data using INSIGHT - Observing lessons focussing on different groups of pupils - Monitoring of identified pupils' books - Pupil Voice 	1,3
<p>Continue to improve the delivery of RWI sessions</p> <p>SIP target 4</p>	<p>Research suggests that early reading and phonics is paramount for a child's success in later reading and in accessing all areas of the curriculum. To enable this, the RWI lead will:</p> <ul style="list-style-type: none"> - Complete regular monitoring of RWI teaching sessions to identify strengths and areas for improvement - Liaise with RWI specialist to provide tailored training for staff - Analyse and re-group RWI pupils - Follow up swiftly on any actions 	1,3

<p>To build on the previous successes of BLP and link this to further goals, targets and aspirations</p> <p>SIP Target 15</p>	<p>Extensive research has concluded that children can help themselves to become better learners. We use a metacognitive approach by Professor Guy Claxton called Building Learning Power. These strategies and principles are highly recommended by the EEF. To further this, we are going to link the learning dispositions into work around goals, targets and aspirations. This includes:</p> <ul style="list-style-type: none"> - Supporting the children in setting goals and targets - Awarding certificates based around this - Having a strong school council - Improve pupils' knowledge of the education system and the careers journey - Increase awareness of vocations and jobs <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2,3,6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £180,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to Engage with the National Tutoring Programme to provide a blend of targeted support, group teaching and tuition</p>	<p>Tuition will be targeted at specific needs and knowledge gaps.</p> <p>Additional teacher and school staff will:</p> <ul style="list-style-type: none"> - Teach a small focus group of identified pupils in Phonics and Maths - Cover staff to attend CPD - Provide 1:4 group tuition for identified DA pupils five times weekly <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3</p>
<p>Reading, Phonics and RWI tutoring</p> <p>SIP target 4</p>	<p>Phonics/Early Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly DA pupils. These have been shown to be more effective when delivered as regular sessions by skilled, trained practitioners. TA's who will deliver the tutoring and intervention are highly trained. We will:</p> <ul style="list-style-type: none"> - Plug early phonics and phonic gaps interventions for targeted pupils. 	<p>1,3</p>

	<ul style="list-style-type: none"> - Hearing pupils read individually, including hearing red readers/RADY children read daily. - Precision Teaching will be used to target pupils with a little and often (every day) approach to phonics, HFW and spelling. - KS2 will feed into phonic groups/tutoring where appropriate - Children are in phonic ability sets - All RADY pupils have been provided with phonics resources to take home, when needed <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Extend the RADY approach to Reading, Writing and Maths, with a particular focus on DA Boys</p> <p>SIP target 23</p>	<p>RADY is proven to allow all disadvantaged pupils to close the attainment gap with their non-disadvantaged peers through creating a culture of equity within the school. The focus will be on raising the attainment of identified RADY pupils in Reading, Writing and Maths, with 50 pupils identified from EYFS to Y6.</p>	5
<p>Reduced class sizes for identified pupils to ensure that they receive a bespoke curriculum</p>	<p>The EEF recognise this strategy as it allows identified students to receive additional attention from the teacher and reduces the ratio of adult: child. Children will be identified based on their needs and a bespoke curriculum will be designed to ensure that all pupils can make progress. This will have an additional benefit of ensuring that the attainment gap in identified classes is reduced. This year we will have two reduced classes; a further improvement on one class from last academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	3
<p>Purchase RWI resources for new starters to reduce the starting gap in phonics</p> <p>SIP Target 4</p>	<p>RWI resources purchased for all new children to Pinfold and new EYFS starters. Early Reading is identified as a priority and early phonic knowledge is key to the children becoming fluent readers. The children in our EYFS come in well-below national and by providing these resources, we are pre-teaching our new pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,3,5

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

Budgeted cost: £91,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Support</p> <p>SIP Target 12, 13</p>	<p>Evidence suggests that attendance is vital to success in school. To promote this further, we will:</p> <p>Continue with the attendance team structure in school</p> <p>Thorough monitoring of children where their attendance drops below 96%</p> <p>Gradual response input where attendance continues to decrease e.g. below 92% letters, parent meetings called with members of SLT, fixed PN issued in accordance with LA guidance etc.</p> <p>Support available to families who need help in getting their children into school</p> <p>Attendance newsletters</p> <p>Assign an attendance governor</p> <p>SEMH lead to identify pupils to complete Edukit to highlight potential attitudes and barriers towards school and attending</p>	<p>6,7</p>
<p>Attendance Officer in school</p> <p>Service Level agreement with S4S</p> <p>SIP target 12</p>	<p>Attendance officer employed by the school who deals with day to day attendance as detailed above. The attendance officer also liaises with external agencies such as LA and S4S. The work that the attendance officer carries out has a significant impact on the improvement of the attendance of our pupils</p> <p>S4S support the school by carrying out door knocks and supporting with challenging parents.</p> <p>Member of SLT with overall responsibility of attendance</p> <p>The work that the attendance officer carries out has a significant impact on the attendance of our pupils</p>	<p>6,7</p>
<p>Parent Support Advisor in school and continuing positive work with pupils and families, including DA pupils</p>	<p>PSA in school to continue to support families. Role includes:</p> <ul style="list-style-type: none"> - Focus on supporting and engaging parents of DA and vulnerable children. - Attend training based on needs of parents/emerging needs in school. - Higher level of engagement with hard to reach families, resulting in improved attendance, accelerated progress and higher standards. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>6,7,8</p>

Farm costs	<p>School farm for all children to access during lessons/enrichment/after school clubs/wellbeing and SEMH interventions. This is proven to increase social and emotional wellbeing of pupils in particular DA pupils and pupils with SEND needs</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	2,5
Continue to gain national awards and recognition	<p>Increasing our offer for all pupils, including DA pupils increases their cultural capital. It promotes community spirit, enjoyment of school and a sense of belonging. We will continue to:</p> <ul style="list-style-type: none"> - Work towards the Food for Life Silver Award (we achieved bronze last academic year) - Work towards the Arts Mark accreditation - Work towards the Gold Standard in the Skills Builder Award (we achieved silver last academic year) <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5,8
Subsidise school trips SIP target 16	<p>Trips, experiences and residential trips are proven to promote personal, social and emotional well-being. School trips will continue to be subsidised to ensure all children including DA are able to participate in the same trips. This increases the pupils' cultural capital and ensures that deprivation does not hinder their experiences.</p>	5
Enrichment PPA package SIP target 16	<p>We will continue with our whole school enrichment package to offer all pupils, including DA pupils, access to a wide variety of events and activities. Developing their cultural capital and experiences. Activities include:</p> <ul style="list-style-type: none"> - First Aid - Cooking lessons - Forest Schools - Working with Sports Coaches - Yoga - Gaining additional qualifications(first aid, water safety) - Drama and the Arts - Working with an artist - Online behaviours <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5,6,8

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
EduKit SIP target 13	<p>Online package purchased which will identify high-risk and vulnerable children before issues escalate Understand why exactly a student is struggling and how best to help Benchmark each child's results and track their progress overtime Through the package DA pupils can be filtered and relevant support put in place to identify early concerns</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,4,5,6,7,8
Stormbreak SIP target 16	Evidence and our experience in school suggests that in order for pupils to access the curriculum content effectively, the child's SEMH needs need to be catered for/supported. In order to support with this, we will develop a whole school approach to supporting pupils' needs. Staff will be trained in Storm break, including lunchtime supervisors. Resources will be provided and training on how to use the resources. Staff will be encouraged to incorporate these strategies into their every practice. Champions and ambassadors will be identified to deliver storm break sessions.	1,2
After school clubs/Lunchtime clubs SIP target 18	<p>A wide range of lunchtime and after school clubs offered including working with sports coaches, working with an artist, woodland sessions gardening, first aid and dance clubs.</p> <p>Through the after school club offer ALL DA children will be offered at least 1 after school club</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5,7
Interventions and therapies provided by internal and external staff	<p>A selection of interventions/therapies available in school delivered by internal, well-trained staff. Interventions and therapies provided for identified children such as:</p> <ul style="list-style-type: none"> - Nurture - Emotional warmth - Lego therapy - Play therapy 	1,2,3

	<ul style="list-style-type: none">- Speech and language- HI and VI team- A variety of academic interventions including RWI, precision teaching, Number sense <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
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Total budgeted cost: £333,415

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.

Internal Data – PP/Non PP

Attainment

Our internal assessments during 2021/22, show the attainment of Pupil Premium children at expected compared against non-PP children in Reading, Writing and Maths.

In our Y6 SAT tests, our DA pupils closed the gap in Reading and Writing and performed in line with Non-DA pupils in Maths.

Attainment of PP v Non PP in Reading, Writing and Maths – Summer 2021.

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
PP Exp	69	44	68	44	21	59	51	30	61	53	42	62	50	27	40	60	56	59
	20	0	21	3	3	3	15	0	3	15	0	3	0	0	0	16	3	6
Non-PP Exp	60	60	67	22	4	30	50	38	69	64	54	52	54	23	53	67	78	59
	17	5	11	0	0	0	12	0	4	20	0	0	7	0	13	19	4	11

Overall, our DA pupils are closing the gap in RWM and in some instances out performing Non-PP pupils. This is evident in Reading in Y1, 2, 3. Writing in Y2 and Y5 and Maths in Y1, 2 and 4. We continue to prioritise approaches as outlined in the strategy for our DA pupils.

Progress in RWM

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
PP Exp	91	97	97	97	71	100	94	97	97	97	94	100	100	86	100	100	100	98
	15	3	32	9	3	12	19	3	18	6	0	0	10	3	0	3	7	9
Non-PP Exp	96	91	100	100	85	96	92	95	97	96	96	100	96	97	93	100	100	100
	16	9	17	7	0	15	4	4	13	4	4	4	10	0	7	0	4	0

Our DA pupils continue to make good progress in RWM in all year groups, with the exception of Year 2 Writing. This is not isolated to only DA pupils.

RADY data

At Pinfold Street, we aim to raise the attainment of our disadvantaged youngsters by adopting a RADY approach to Reading. The process involves each class teacher identifying three disadvantaged pupils and providing an uplift to their attainment target (essentially promoting accelerated progress) and then providing each identified pupil with additional support and resources so that they can perform comparably with their non-disadvantaged peers. This is a long term process and most pupils remain RADY pupils for a number of years, until their personal uplift has been met. Academic year 2020/21 was the first year for RADY at Pinfold Street, so we are in our second year cycle now.

Headlines from 2020/21

- 44 pupils (PP) were identified and set an uplifted target
- 20/44 RADY pupils attended school during partial opening

- 28/44 RADY pupils were given a laptop device to complete home learning
- 13/44 pupils met their uplifted target
- 22/44 pupils made accelerated progress in Reading

Headlines from 2021/22

- 51 pupils (PP) were identified this year – this is an increase of 7 pupil
- Focus on early identification in EYFS – 10 RADY pupils in total
- 14 pupils removed as they have met their uplift in 20/21
- 10 pupils have already met their uplift in 21/22
- 15 pupils receive additional resources through the Letterbox Club

Intervention data

At Pinfold, we monitor the attendance of interventions for identified groups of pupils, including disadvantaged pupils. As a school, we place an emphasis on SEMH support and interventions.

Below is a summary our planned intended interventions for this academic year. There has been some impact due to COVID, staff and child absences, particularly during the Autumn and Spring terms.

Y1 Interventions Autumn, Spring, Summer

Y1	<ul style="list-style-type: none"> • No interventions took place. Intended interventions: precision teaching, wobbly wallets, <u>NumberSense</u> and fine motor. • Precision teaching and wobbly wallets didn't happen due to CW's absences during this term. When CW was present, she had to prioritise phonics assessments. • <u>NumberSense</u> and fine motor did not happen due to GM covering so frequently. • Y1 were supposed to have <u>MPage</u> for support too but she was also absent. 	<ul style="list-style-type: none"> • <u>Black Sheep (Sp&L)</u> 1/5 <u>chn</u> = pupil premium 3/5 <u>chn</u> = SEN support 2/5 <u>chn</u> = EHCP • <u>Fine Motor</u> 3/6 <u>chn</u> = pupil premium 1/6 <u>chn</u> = SEN support • <u>Precision Teaching</u> 5/8 <u>chn</u> = pupil premium 4/8 <u>chn</u> = SEN support • <u>Speech and Language</u> 6/7 <u>chn</u> = pupil premium 5/7 <u>chn</u> = SEN support • <u>Theraputty</u> 3/6 <u>chn</u> = pupil premium 4/6 <u>chn</u> = SEN support 2/6 <u>chn</u> = EHCP 	<ul style="list-style-type: none"> • <u>Maths Gaps</u> 6/9 <u>chn</u> = pupil premium 4/9 <u>chn</u> = SEN support
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Year 2 Interventions Autumn Spring Summer

Y2	<ul style="list-style-type: none"> • Emotional Warmth (Farm) 8/12 <u>chn</u> = pupil premium 4/12 <u>chn</u> = SEN support • <u>NumberSense</u> 5/9 <u>chn</u> = pupil premium 1/9 <u>chn</u> = SEN support • Phonics Catch-Up 3/5 <u>chn</u> = pupil premium 0/5 <u>chn</u> = SEN support • Precision Teaching Group 1 5/7 <u>chn</u> = pupil premium 3/7 <u>chn</u> = SEN support • Precision Teaching Group 2 3/5 <u>chn</u> = pupil premium 1/5 <u>chn</u> = SEN support • Social Communication 4/8 <u>chn</u> = pupil premium 3/8 <u>chn</u> = SEN support 	<ul style="list-style-type: none"> • Emotional Warmth (Farm) 8/11 <u>chn</u> = pupil premium 4/11 <u>chn</u> = SEN support • <u>NumberSense</u> 8/15 <u>chn</u> = pupil premium 6/15 <u>chn</u> = SEN support • Precision Teaching Group 1 5/7 <u>chn</u> = pupil premium 3/7 <u>chn</u> = SEN support • Precision Teaching Group 2 3/5 <u>chn</u> = pupil premium 1/5 <u>chn</u> = SEN support • Social Communication 5/10 <u>chn</u> = pupil premium 4/10 <u>chn</u> = SEN support • After-School Tutoring <u>NumberSense</u> 1/4 <u>chn</u> = pupil premium 1/4 <u>chn</u> = SEN support • After-School Tutoring Phonics 3/4 <u>chn</u> = pupil premium 4/4 <u>chn</u> = SEN support 	
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Year 3 Interventions Autumn Spring Summer

Y3	<ul style="list-style-type: none"> • Fine Motor Group 1 3/4 <u>chn</u> = pupil premium 2/4 <u>chn</u> = SEN support • Fine Motor Group 2 3/5 <u>chn</u> = pupil premium 3/5 <u>chn</u> = SEN support • Lego Therapy 8/12 <u>chn</u> = pupil premium 3/12 <u>chn</u> = SEN support • Nurture 8/9 <u>chn</u> = pupil premium 2/9 <u>chn</u> = SEN support • Precision Teaching 10/14 <u>chn</u> = pupil premium 3/14 <u>chn</u> = SEN support 	<ul style="list-style-type: none"> • Fine Motor Group 1 3/4 <u>chn</u> = pupil premium 2/4 <u>chn</u> = SEN support • Fine Motor Group 2 3/5 <u>chn</u> = pupil premium 4/5 <u>chn</u> = SEN support • Lego Therapy 7/11 <u>chn</u> = pupil premium 3/11 <u>chn</u> = SEN support • <u>NumberSense</u> 8/13 <u>chn</u> = pupil premium 4/13 <u>chn</u> = SEN support • Nurture 8/9 <u>chn</u> = pupil premium 2/9 <u>chn</u> = SEN support • Precision Teaching Group 1 5/7 <u>chn</u> = pupil premium 1/7 <u>chn</u> = SEN support • Precision Teaching Group 2 5/7 <u>chn</u> = pupil premium 2/7 <u>chn</u> = SEN support • After-School Tutoring <u>NumberSense</u> 4/4 <u>chn</u> = pupil premium 1/4 <u>chn</u> = SEN support • After-School Tutoring Phonics 2/3 <u>chn</u> = pupil premium 3/3 <u>chn</u> = SEN support 	<ul style="list-style-type: none"> • Handwriting 2/4 <u>chn</u> = pupil premium 1/4 <u>chn</u> = SEN support
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Year 4 Interventions Autumn Spring Summer

Y4	<ul style="list-style-type: none"> • Lego Therapy 7/15 <u>chn</u> = pupil premium 4/15 <u>chn</u> = SEN support • Nurture 5/8 <u>chn</u> = pupil premium 2/8 <u>chn</u> = SEN support • <u>NumberSense</u> (not consistent - MR covering) / <u>chn</u> = pupil premium / <u>chn</u> = SEN support • Precision Teaching (not consistent - MR covering) / <u>chn</u> = pupil premium / <u>chn</u> = SEN support 	<ul style="list-style-type: none"> • No Lego Therapy - MJ absent • No <u>NumberSense</u> - MR covering • Nurture 6/9 <u>chn</u> = pupil premium 2/9 <u>chn</u> = SEN support • Precision Teaching (only happened for 2 weeks due to absences and MR covering) 2/5 <u>chn</u> = pupil premium 3/5 <u>chn</u> = SEN support • After-School Tutoring Reading 2/4 <u>chn</u> = pupil premium 0/4 <u>chn</u> = SEN support 	
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Year 5 Interventions Autumn Spring Summer

Y5	<ul style="list-style-type: none"> • Lego Therapy 9/18 <u>chn</u> = pupil premium 4/18 <u>chn</u> = SEN support 2/18 <u>chn</u> = EHCP • Nurture 5/7 <u>chn</u> = pupil premium 3/7 <u>chn</u> = SEN support 	<ul style="list-style-type: none"> • Handwriting 2/3 <u>chn</u> = pupil premium 1/3 <u>chn</u> = SEN support • Lego Therapy 9/18 <u>chn</u> = pupil premium 4/18 <u>chn</u> = SEN support 2/18 <u>chn</u> = EHCP • NumberSense 2/5 <u>chn</u> = pupil premium 2/5 <u>chn</u> = SEN support • Nurture 5/8 <u>chn</u> = pupil premium 4/8 <u>chn</u> = SEN support • Precision Teaching 11/18 <u>chn</u> = pupil premium 7/18 <u>chn</u> = SEN support • After-School Tutoring NumberSense 5/8 <u>chn</u> = pupil premium 4/8 <u>chn</u> = SEN support • After-School Tutoring Reading 3/5 <u>chn</u> = pupil premium 1/5 <u>chn</u> = SEN support 	
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Year 6 Interventions Autumn Spring Summer

Y6	<ul style="list-style-type: none"> • NumberSense 22/42 <u>chn</u> = pupil premium 9/42 <u>chn</u> = SEN support 1/42 <u>chn</u> = EHCP • Social Communication 6/8 <u>chn</u> = pupil premium 4/8 <u>chn</u> = SEN support • Third Space Maths 13/20 <u>chn</u> = pupil premium 5/20 <u>chn</u> = SEN support 	<ul style="list-style-type: none"> • Emotional Warmth (Farm) 11/14 <u>chn</u> = pupil premium 3/14 <u>chn</u> = SEN support • NumberSense 14/23 <u>chn</u> = pupil premium 6/23 <u>chn</u> = SEN support • Precision Teaching 4/5 <u>chn</u> = pupil premium 4/5 <u>chn</u> = SEN support • Social Communication 6/8 <u>chn</u> = pupil premium 4/8 <u>chn</u> = SEN support • After-School Tutoring NumberSense 2/3 <u>chn</u> = pupil premium 1/3 <u>chn</u> = SEN support • After-School Tutoring Reading Group 1 2/4 <u>chn</u> = pupil premium 1/4 <u>chn</u> = SEN support • After-School Tutoring Reading Group 2 3/4 <u>chn</u> = pupil premium 1/4 <u>chn</u> = SEN support 	<ul style="list-style-type: none"> • Third Space Maths / <u>chn</u> = pupil premium / <u>chn</u> = SEN support
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After School Clubs

At Pinfold, we offer a comprehensive after schools club package and children are invited to attend these clubs. We prioritise inviting our most vulnerable pupils and offer a wide range of activities from Sports Clubs to Gardening and Dance Club to Music Club. This complements our after school tuition offer.

The tables below show the amount of pupils who were offered invites to the clubs and the pupil characteristics such as Pupil Premium or SEND.

Year R offer 2021 22

	Autumn	Spring	Summer
Rec	NA	NA	<u>Summer 1 – Sports</u> PP = 18/18 SEN = 4/18 Uptake = 10/18 <u>Summer 1 – Dance</u> PP = 5/12 SEN = 1/12 Uptake = 8/12 <u>Summer 2 – Nature</u> PP = 0/10 SEN = 1/10 <u>Summer 2 – Sports</u> PP = 0/21 SEN = 1/21

To support transition and to allow our pupils to adapt to the demands of EYFS, we do not offer any Reception clubs in Autumn and Spring term

Year 1 offer

	Autumn	Spring	Summer
Y1	NA	<u>Spring 2 – Sports</u> PP = 18/20 SEN = 8/20 Uptake = 9/20	<u>Summer 1 – Nature</u> PP = 0/18 SEN = 0/18 Uptake = 11/18 <u>Summer 1 – Sports</u> PP = 18/20 SEN = 4/20 Uptake = 11/20 <u>Summer 2 – Art</u> PP = 17/21 SEN = 13/21

To support transition from Reception to Year 1, we do not offer clubs in Autumn term

Year 2 offer

Y2	<u>Autumn 1 – Sports</u> PP = 10/17 SEN = 9/17 Uptake 9/17 <u>Autumn 2 – Sports</u> PP = 12/20 SEN = 10/20 Uptake 14/20	<u>Spring 1 – Artist</u> PP = 14/15 SEN = 1/15 Uptake = 9/15 <u>Spring 2 – Nature</u> PP = 0/17 SEN = 0/17 Uptake = 12/17	<u>Summer 1 – Sports</u> PP = 10/29 SEN = 0/29 Uptake = 18/29 <u>Summer 2 – Dance</u> PP = 12/21 SEN = 7/21
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Year 3 offer

Y3	<u>Autumn 1 – Artist</u> PP = 10/12 SEN = 3/12 Uptake 7/12 <u>Autumn 1 – Sports</u> PP = 2/4 SEN = 4/4 Uptake = 3/4 <u>Autumn 2 – Forest Schools</u> PP = 12/20 SEN = 5/20 Uptake 12/20	<u>Spring 1 – Sports</u> PP = 14/14 SEN = 0/14 Uptake = 12/14 <u>Spring 2 – Sports</u> PP = 0/19 SEN = 1/19 Uptake = 11/19	<u>Summer 2 – Music</u> PP = 22/24 SEN = 5/24
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Year 4 offer

Y4	<u>Autumn 1 – Sports</u> PP = 3/6 SEN = 6/6 Uptake =1/6 <u>Autumn 1 – Forest schools</u> PP = 9/14 SEN = 4/14 Uptake = 5/14 <u>Autumn 2 – Artist</u> PP = 12/16 SEN = 4/16 Uptake = 11/16 <u>Autumn 2 – Forest Schools(SR)</u> PP = 3/5 SEN = 5/5 Uptake = 3/5	<u>Spring 1 – Sports</u> PP = 15/15 SEN = 0/15 Uptake = 9/15 <u>Spring 2 – Sports</u> PP = 3/20 SEN = 4/20 Uptake = 13/20	<u>Summer 1 – Music</u> PP = 10/19 SEN = 0/19 Uptake = 14/19 <u>Summer 1 – Animal Welfare</u> PP = 2/6 SEN = 4/6 Uptake = 3/6 <u>Summer 2 – Sports</u> PP = 11/21 SEN 3/21
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Year 5 offer

Y5	<u>Autumn 1 – Sports</u> PP = 10/20 SEN = 9/20 Uptake = 11/20	<u>Spring 1 – Music</u> PP = 10/23 SEN/EHCP = 1/23 Uptake = 14/23	<u>Summer 1 – Animal Welfare</u> PP = 6/9 SEN = 7/9 Uptake = 5/9
	<u>Autumn1 – Rocksteady</u> PP = 6/7 SEN =5/7 Uptake 7/7	<u>Spring 2 – Music</u> PP = 10/23 SEN/EHCP = 1/23 Uptake = 12/23	<u>Summer 2 – Animal Welfare</u> PP = 11/25 SEN = 2/25
	<u>Autumn 2 – Sports</u> PP = 15/26 SEN = 6/26 Uptake 20/26	<u>Spring 2 – Artist</u> PP = 12/19 SEN = 3/19 Uptake = 7/19	
	<u>Autumn 2 – Forest Schools(SR)</u> PP = 5/7 SEN = 7/7 Uptake = 5/7		

Year 6 offer

Y6	<u>Autumn 1 – Forest schools</u> PP = 10/15 SEN = 6/15 Uptake = 6/15	<u>Spring 1 – Sports</u> PP = 22/35 SEN = 4/35 Uptake = 17/35	<u>Summer 1 – Artist</u> PP = 8/21 SEN = 7/21 Uptake = 12/21
	<u>Autumn 2 – Sports</u> PP = 14/25 SEN = 5/25 Uptake = 18/25		<u>Summer 1 – Animal Welfare</u> PP = 2/2 SEN = 0/2 Uptake = 2/2
	<u>Autumn 2 – Forest Schools(SR)</u> 10PP = 2/3 SEN = 3/3 Uptake = 1/3		<u>Summer 2 – Sports</u> PP = 10/25 SEN = 0/25
			<u>Summer 2 – Dance</u> PP = 6/11 SEN = 1/11

In total, we offered 415 club places to Pupil Premium pupils in 2021/22 academic year.

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
Third Space	Third Space Learning

Further information (optional)

Devices that the school received from the Department for Education during the COVID pandemic are to be re-issued to families to support with both remote learning and to compliment the homework offer in school. These devices will be issued to any family who requires one, including disadvantaged families. Alongside this and to complement our homework offer, we are to offer all families resources such as scissors, card, rulers and pencils to help them complete take home tasks this academic year.