

# Pupil Premium Strategy Statement



## Pinehurst Primary School

Pinehurst Avenue, Anfield, Liverpool, L4 7UF



This statement details our school's use of Pupil Premium (and Recovery Premium) funding for the 2023 to 2024 academic year 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	Pinehurst Primary School
Number of pupils in school	435 (including Nursery) 382 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	65% (IDSR data)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-23 <b>2023-24</b> 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by (Headteacher)	Mrs. Katy Glynn
Pupil Premium Lead	Ms. Anna MacDiarmid
Governor Leads	Mrs. June Simm Mrs. Lesley Roach

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£337,560
Recovery premium funding allocation this academic year	£33,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£371,200</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At **Pinehurst Primary School** we live by our school motto: *Experience, Excel and Enjoy*. Our Pupil Premium Strategy Statement underpins our 'Achievement for All' agenda.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, independent, socially-responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

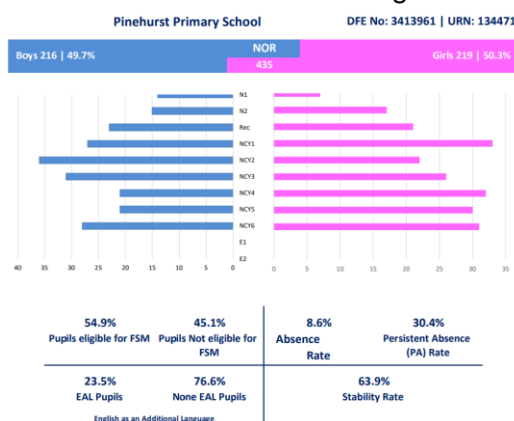
We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We ultimately endeavour to improve the self-belief, motivation and aspiration of **all** pupils. We are constantly striving to improve the standards of teaching and learning in order to accelerate progress by delivering Quality First Teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our pupils receive high quality interventions and personalised provision to support them at our school. We liaise closely with our families and the local community to foster an invested interest in our school and to create a collaborative ethos with strong home-school connections.

## Our Context

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.
- Our school has 14 out of 19 possible ethnic groups.
- As of March 2023, the latest overall effectiveness grade for our school is good.



## Whole-School Objectives

- Remove barriers to learning created by poverty, family circumstance, and background, focusing on **achievement for all**.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure **all** pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts.
- Promote good attendance, and liaise closely with families to foster good collaborative relationships.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience in order to improve their self-motivation and aspiration.
- Access a wide range of opportunities to enhance their knowledge and understanding of the world.

## Achieving Our Objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high-quality CPD to ensure that all pupils access effective [Quality First Teaching](#) through our 'Achievement for All' agenda.
- Provide targeted intervention to quickly address identified gaps in learning including the use of small group work and 1:1 support.
- Use of qualified tutors from [Tutor Trust](#) to deliver targeted support and intervention, as supported by the [EEF](#) and [National Tutoring Programme](#).
- 2 x HLTAs appointed for further tuition and catch-up support of our disadvantaged pupils, also trained as School-Led Tutors through the National Tutoring Programme training course.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music, trips, residential visits, and other first-hand learning experiences.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, and to support with social and emotional wellbeing.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Key Principals

We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the Class Pupil Premium Lists specific intervention and support for individual pupils, which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils with social, emotional and mental health needs will have access to appropriate high-quality provision.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and achieve.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### Disadvantaged pupil progress scores for last academic year available (2022-23)

Disadvantaged pupil progress scores			
Measure (43 pupils)	2019	2021	2023
Reading	-1.10	-1.24	-3.07
Writing	1.00	-1.61	-2.25
Mathematics	-0.65	-2.67	-5.11

### Disadvantaged pupil performance overview for last academic year available (2022-23)

Disadvantaged pupil performance overview			
Measure (43 pupils)	2019	2021	2023
Meeting expected standard in RWM at KS2	25.6%	37.8%	25.6%
Achieving high standard in RWM at KS2	3%	N/A	N/A

Average scaled score / percentage						
	2019		2022		2023	
	School	National	School	National	School	National
Reading	99		101.8	102.2	100.4	102.3
Writing	43.6%	55%	51.1%	58%	46.5%	57.5%
Maths	100		99.6	100.8	96.6	101.2
RWM	25.6%	51%	37.8%	43%	25.6%	43.3%

### Other Headlines:

- Of the 59 year 1 pupils, 12 did not meet the **phonics expected standard**, with an average mark of 17. There were 20 pupil(s) that were screened for phonics in year 2 in 2023; 9 of those met the expected standard.
- EYFSP GLD was 67.4 % giving it a rank of 31 in Liverpool schools, this represents an increase of 2.7 % from 2022 (64.7 %) and is above national (67.3 %) by 0.1 %.
- Phonics NCY 1 was 79.7 % giving it a rank of 54 in Liverpool schools, this represents an increase of 2.7 % from 2022 (77 %) and is above national (79 %) by 0.7 %.
- KS1 Reading, writing & maths combined was 23.3 % giving it a rank of 109 in Liverpool schools, this represents a decrease of -12.5 % on 2022 (35.8 %) and is below national (56.1 %) by -32.8 %.
- KS2 Reading, writing & maths combined was 29.3 % giving it a rank of 101 in Liverpool schools, this represents a decrease of -14.6 % on 2022 (43.9 %) and is below national (59.4 %) by -30.1 %.
- KS1/2 Progress Reading scale score was 100.2, this represents a decrease of -2 on 2022 (102.2) and is below national (105.1) by -4.9 average scale score points.
- KS1/2 Progress Writing Expected Standard was 50 %, this represents a decrease of -7.9 % on 2022 (57.9 %) and is below national (71.4 %) by -21.4 %.
- KS1/2 Progress Maths scale score was 96.8, this represents a decrease of -3.3 on 2022 (100.1) and is below national (104.2) by -7.4 average scale score points.

N.B. Attainment year groups are ranked out of a total of 112 LA administered Primary Liverpool schools.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p><b>Social, Emotional, and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Raising the SEMH, self-belief, motivation, and aspirations of individual pupils.</li> <li>• An increasing number of PP children are affected by emotional needs - ACEs, and/ or SEND.</li> </ul>
2	<p><b>Speech, Language, and Communication</b></p> <ul style="list-style-type: none"> <li>• Very low language skills on entry to school and limited range of vocabulary in all areas of the curriculum.</li> </ul>
3	<p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</li> </ul>
4	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</li> </ul>
5	<p><b>Attendance and Punctuality</b></p> <ul style="list-style-type: none"> <li>• Poor attendance and limited support from some families to help child(ren) improve attendance and punctuality.</li> </ul>
6	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Our assessments, observations, and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenges presented by lockdowns, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</li> <li>• Disadvantaged children with SEND can demonstrate significant challenges that require additional support/specific intervention.</li> </ul>

## 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
<ul style="list-style-type: none"> <li>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</li> <li>Mental health and wellbeing is Priority 1 on <a href="#">Liverpool City Council's Education Improvement Plan</a>.</li> <li>Priority 5 on the plan focuses on the aspiration and future employment of the city's children and young people.</li> </ul>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>a significant increase in children able to self-regulate and articulate their feelings and;</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li><b>Behaviour data and tracking will show less classroom disruption occurring.</b></li> </ul>
<ul style="list-style-type: none"> <li>Improved Reading outcomes for disadvantaged pupils.</li> <li><a href="#">Liverpool City Council's Education Improvement Plan</a> Priority 2 states schools will 'ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading'.</li> </ul>	<ul style="list-style-type: none"> <li>Progress in Phonics and Reading shows disadvantaged pupils in line with National non- disadvantaged pupils.</li> <li><b>Termly and annual data using <a href="#">INSIGHT</a> to track pupil's progress.</b></li> </ul>
<ul style="list-style-type: none"> <li>Improved outcomes narrowing the gap between disadvantaged pupils and pupils nationally at end of EYFS, KS1 and KS2.</li> <li>Targeted interventions.</li> </ul>	<ul style="list-style-type: none"> <li>KS2 Reading and Writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.</li> <li>Progress to show disadvantaged pupils in-line or with national non-disadvantaged.</li> <li>Achieve outcomes in-line with, or above, national average by the end of KS2.</li> <li><b>Measured termly using internal tracking system (<a href="#">INSIGHT</a>), then annually against National Standards and locality benchmarking.</b></li> </ul>
<ul style="list-style-type: none"> <li>Improved mathematical understanding and attainment for disadvantaged pupils.</li> <li>Internal (and external) assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</li> <li>Targeted interventions.</li> </ul>	<ul style="list-style-type: none"> <li>KS2 Maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.</li> <li>On entry to Reception class in the our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2.</li> <li>Progress to show disadvantaged pupils in line with National non- disadvantaged.</li> <li>Precision Teaching monitoring records to show pupils' knowledge 'gaps' closing measured by class teachers.</li> <li>Monitoring of <a href="#">Maths No Problem</a> and regular monitoring.</li> </ul>

	<ul style="list-style-type: none"> <li>Measured termly using internal tracking system (<a href="#">INSIGHT</a>), then annually against National Standards and locality benchmarking.</li> </ul>
<ul style="list-style-type: none"> <li>Improved attendance, punctuality and engagement of disadvantaged pupils.</li> <li>Priority 3 on the <a href="#">Liverpool City Council's Education Improvement Plan</a> states that schools will 'ensure that educational establishments are inclusive so as to meet the needs of children and young people with SEND'.</li> </ul>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.5% and;</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> <li>qualitative and quantitative data to show improvements in these areas and attendance data to improve for this group.</li> <li>attendance support and tracking systems and early intervention.</li> <li>Pinehurst has fully embedded <a href="#">Liverpool Attendance Charter</a>.</li> <li>We will measure the impact through attendance data and punctuality.</li> </ul>

## 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, **how we will measure whether they have been achieved.**

### Teaching (Quality First Teaching, CPD, recruitment and retention)

Budgeted cost: **£200,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS CPD linked to Speech and Language development  Oral language interventions	Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.  EEF – Very high impact for very low cost based on extensive evidence.	2 3
RWI CPD and Development Days	Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.  EEF – High impact for a very low cost based on very extensive evidence.	2 3



Whole--school Quality First Teaching CPD External agencies and Use of Creative Education	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and IN-SET.  Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.	2 3 4
Metacognition and self-regulation (Thinking Moves)	EEF - Very high impact for very low cost based on extensive evidence.	1 2 3 4 5 6
High quality feedback and assessment	EEF – Very high impact for very low cost based on extensive evidence.	1 2 3 4

## Targeted Academic Support (Tutoring, one-to-one support structured interventions)

Budgeted cost: **£150,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor Trust mentors (Maths and Phonics)	Recommended by EEF and Department for Education.  High to moderate impact for low to moderate cost based on moderate evidence.	2 3 4
School-led tutoring	Recommended by EEF and Department for Education.  Moderate impact for low cost based on moderate evidence.	2 3 4
High-quality interventions across all year groups	EEF states small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1 2 3 4 5 6

	Moderate impact for low cost based on moderate evidence.	
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## Wider Strategies (Related to attendance, behaviour, wellbeing)

Budgeted cost: **£21,200.00**

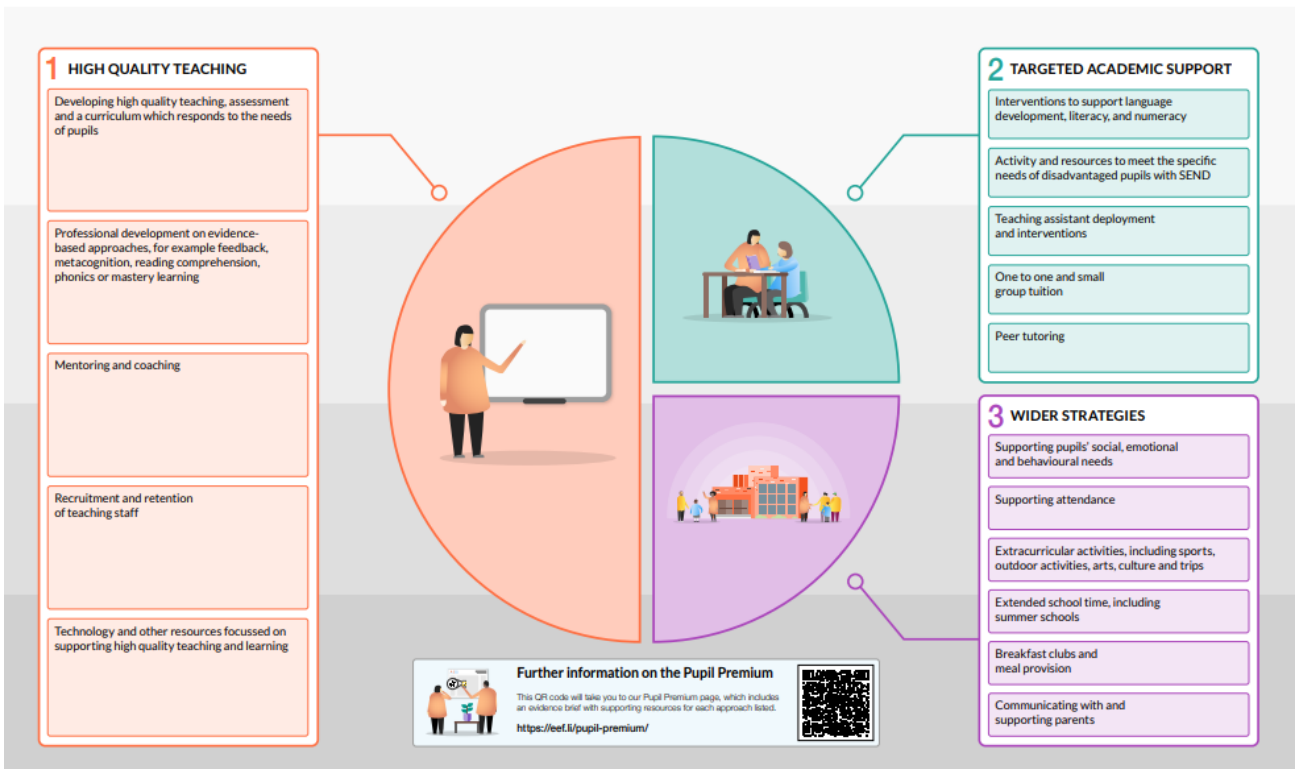
Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor with responsibility for mental health and parental engagement.	<p>EEF - Improving social and emotional learning in primary schools.</p> <p>EEF – Moderate impact for very low cost based on extensive evidence.</p>	1 5 6
Inclusion Charter Mark	<p>EEF - An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:</p> <ul style="list-style-type: none"> <li>- promote positive relationships, active engagement, and wellbeing for all pupils;</li> <li>- ensure all pupils can access the best possible teaching; and</li> <li>- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</li> </ul>	1 5 6
Positive behaviour management (Team Teach and Restorative Practice and Together Trust)	<p>EEF – Moderate impact for low cost based on limited evidence.</p> <p>1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact.</p> <p>4. When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p>	1 2 3 4 5 6
After-school clubs	EEF – Low impact for very low cost based on moderate evidence.	1 5 6

Sports Premium to enhance PE curriculum (LSSP, LFC, EitC, Yoga Bears)	EEF – Low impact for very low cost based on moderate evidence.	1 5 6
Enrichment opportunities (visit and visitors)	The Sutton Trust ‘Subject to Background’ and ‘Creating Cultural Capital’ report.	1 2 3 4 5 6

**Total budgeted cost: £371,200.00 (spend)**

**PUPIL PREMIUM**

The tiered model and menu of approaches



Source: EEF ‘Pupil Premium: The tiered model and menu of approaches’ (April 2022)

## 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 2021 to 2022 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Key areas of impact:

- KS1 2021-22 disadvantaged pupils **above national** in Reading and Writing.
- Reception 2021-22 disadvantaged pupils **above national** in Reading and Writing.
- Reception 2021-22 GLD 55%.
- Phonics Screening Check 2021-22 disadvantaged pupils **above national** 70.8% (average score 33.3).
- PP attendance figures for 2022-23 for 90% or above attendance: 55%
- All staff trained in [Restorative Practice](#) and [Team Teach](#) to ensure a whole-school consistent approach to conflict resolution and positive behaviour management.

### 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.*

\*In no particular order.

Programme	Provider
School Improvement Liverpool	<a href="#">School Improvement Liverpool</a>
NELI	<a href="#">Nuffield Early Language Intervention</a>
URLEY	<a href="#">Education Endowment Foundation</a>
ELKAN Speech & Language	<a href="#">ELKAN</a>
PIVATS	<a href="#">Lancashire County Council</a>
Maths – No Problem!	<a href="#">MNP</a>
R.W.I. Phonics	<a href="#">Ruth Miskin and OUP</a>
Times Tables Rock Stars	<a href="#">TTRS</a>
Spelling Shed	<a href="#">EdShed</a>
1 <sup>st</sup> Class @ Number	<a href="#">Every Child Counts Edge Hill University</a>
Class Dojo (online learning & behaviour)	<a href="#">Class Dojo</a>

Nelson Handwriting	<a href="#">OUP</a>
Oddizzi Geography	<a href="#">Oddizzi</a>
Digimap for Schools	<a href="#">Digimap</a>
Jigsaw PSHE	<a href="#">Jigsaw</a>
Primary DT	<a href="#">Steph O'Donnell</a>
Education Library Service	<a href="#">Cheshire Library Services</a>
Restorative Practice	<a href="#">Restorative Thinking Ltd.</a>
Thinking Moves A-Z Metacognition	<a href="#">Dialogue Works</a>
Liverpool School Sports Partnership	<a href="#">LSSP</a>
LFC Foundation Schools	<a href="#">LFC Foundation</a>
Everton in the Community	<a href="#">EitC</a>
Apple of my Eye Food Education	<a href="#">Apple of my Eye</a>
Resonate Music Hub	<a href="#">Resonate</a>
Charanga Music Education	<a href="#">Charanga</a>
Duolingo Spanish	<a href="#">Duolingo</a>
Theraplay	<a href="#">Steph Smount</a>
Yoga Bears	<a href="#">Yoga Bears</a>
Bikeability	<a href="#">Bikeability</a>
Chemistry with Cabbage	<a href="#">Lorelly Wilson</a>
Widening Participation & Outreach	<a href="#">University of Liverpool</a>
Staff CPD	<a href="#">Creative Education</a>
Positive Behaviour Cultures	<a href="#">Team Teach</a>

## Service Pupil Premium Funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A for 2023-24
What was the impact of that spending on service pupil premium eligible pupils?	N/A for 2023-24

## Further Information (optional)

### Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, Implementation, and Evaluation

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils, especially the impact on language development (especially in the lower years) and the mental health of our children (especially in the higher years).

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.



Pinehurst Primary School, L4 7UF