



Pinehurst Primary School Pupil Premium Strategy Statement

'Experience, Excel and Enjoy'



Pinehurst Primary School

Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Pinehurst Primary School				
Academic Year	2019-20	Total PP budget	£349,020	Date of most recent PP Review	N/A
Total number of pupils R - Y6	346	Number of pupils eligible for PP	249	Date for next internal review of this strategy	March 2020 June 2020

2. Current progress				
	<i>Pupils eligible for PP (your school) in KS2 2019</i>	<i>Pupils not eligible for PP (national average) 2019</i>	<i>Pupils eligible for PP (your school) in KS1 2019</i>	<i>Pupils not eligible for PP (national average) 2019</i>
% achieving in ARE or above in reading, writing and maths	31%	Awaiting Data	53%	Awaiting Data
% achieving in ARE or above in reading	41%		60%	
% achieving in ARE or above in writing	47%		58%	

% achieving in ARE or above in maths	34%		68%	
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Self belief, motivation and aspirations of individual pupils
B.	Standards of teaching, learning and progress in some classes historically and for some individual pupils
C.	Focus and precision of intervention support for individual needs
D.	Very low language skills on entry to school and limited range of vocabulary in all areas of the curriculum

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Social interactions having a detrimental effect on ability to engage in school for some pupils
F.	Safeguarding and welfare issues which may link to mental health issues for the child and / or family
G.	Poor attendance and limited support from some parents / carers to help child improve attendance and punctuality

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Improved outcomes closing the gap between Pupil Premium pupils and pupils Nationally at end of EYFS, KS1 and KS2. Measured termly using internal tracking system, then annually against National Standards and locality benchmarking	Progress shows PP pupils in line with National non-PP
	Improved phonics and reading skills for PP pupils Termly and annual data	Progress shows PP pupils in line with National non-PP
	Improved mathematical understanding and attainment for PP pupils Through use of Maths No Problem, regular monitoring and internal data collection tracking	Precision Teaching monitoring records to show pupils' knowledge 'gaps' closing
	Improved attendance, punctuality and engagement of PP pupils through Attendance support and tracking systems and early intervention	Qualitative data to show improvements in these areas and attendance data to improve for this group

5. Planned expenditure


Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies after analysis of 2018-19 data

Education Endowment Foundation research gains shown in months in brackets, in green ie (EEF +8)

i. Quality of Education for ALL (Teaching Assistants to ensure PP pupils supported, CPD for Staff)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Year 6 PP pupils' progress, from their KS1 end of phase data, and Year 2 PP pupils from their GLD, to be 'good or better' and EYFS PP pupils from their starting points to achieve GLD or Exceeding.	Formative Assessment focus on closing the gaps through 'structured learning conversations' and peer feedback on a daily basis	Positive impact of structured learning conversations on outcomes. CPD and advice for teaching staff to target PP pupils in this whole class system and catch up programme. (Feedback EEF +8) 	SLT have CPD/research on assessment strategies –monitoring to regularly assess effectiveness of strategy	David Briscoe Katy Morris	To be completed and reviewed end of each Term.

March 2020

Clear support provided for all teachers through CPD from 'bought in' support via SIOs English, Maths specifically.

Spring term cost: £3465.00 for trainers

Cover cost: £3465.00

Total cost: £6970.00



Teachers have all received timetabled bespoke support with cover being provided.

New initiatives such as shared reading, maths equipment etc are embedding into everyday lessons.

June 2020

Clear bespoke online training provided for teachers by SIL, Maths, English, Wider Curriculum being a clear focus.

Teachers receive further online and email support bespoke to their needs embedding their own knowledge and subject application suitable for 'our' children.


<p>PP pupils' progress, from their starting points across the school to be good or better</p>	<p>Kagan Structures</p>	<p>Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured conversations'. 1:1 support from teachers and TAs on a daily basis to improve collaboration. (Collaborative Learning EEF +5)</p> 	<p>Focus in monitoring to regularly assess effectiveness of strategy</p>	<p>David Briscoe</p>	<p>Termly</p>
<p>March 2020 Children work in groups within class. Teachers have offered individual feedback to children - impact children are able to quickly assess their own knowledge based and apply new learnt knowledge to the classroom.</p> <p>June 2020 Work packs sent home on a weekly basis to support the children's learning with a priority placed on PP children. Weekly calls home from class teacher offering support and guidance with the work packs which have been set with a priority set on PP children. Hand delivered work packs by learning mentor/ Head Teacher to PP children to allow access to the work. Clear lines of support established via online learning/email etc.</p>					
<p>PP pupils' progress, from their starting points across the school to be good or better</p>	<p>Meta-cognition and Self-regulation approach; learning to learn, Mindset</p>	<p>Teachers/Support staff to use Structured Learning Conversations in feedback daily around learning to further impact positively upon progress</p> <p>Therapy sessions for individuals through Blossoms Room</p> <p>(Meta-cognition and Self-regulation EEF +8)</p> 	<p>Focus in monitoring to regularly assess effectiveness of strategy</p> <p>Outcomes for individual support through Blossoms Intervention – Case study information</p>	<p>David Briscoe</p> <p>Ruth Kinsella-Tate</p>	<p>Ongoing</p>

March 2020

Zones of self-regulation in use by SEND Team, class teachers and LSAs.
Timetable of Blossoms intervention carefully matched to individual needs and under review every 6-12 weeks.
Structured learning conversations through live marking supporting individual progress.

June 2020

Food packs delivered to home by Head Teacher, Learning Mentor and local charity
FSM vouchers printed and delivered by Head Teacher
Home visits to check on wellbeing by Learning Mentor on a weekly basis
Emergency school phone number provided for 24 hour support.
Teachers providing telephone calls to support with work and give feedback.

<p>Staff to be knowledgeable about individual needs and allocation of PP support. Staff to be proactive in seeking opportunities for PP children to excel across the curriculum.</p>	<p>Staff knowledge</p>	<p>For interventions to be effective and children supported appropriately staff must be knowledgeable about individual needs and barriers to success.</p> <p>(Individualised Instruction EEF +3)</p> 	<p>All staff are aware of which children are PP across the school</p> <p>All staff to understand how PP is allocated and what the school provides for PP children so they can fully contribute to meeting individual needs</p> <p>All staff to identify needs of PP children and the most suitable intervention / targeted approach for greatest impact.</p> <p>Intervention to be evaluated and improved for maximum impact</p>	<p>David Briscoe</p>	<p>Ongoing</p>
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March 2020

ALL staff have an up to date list of Pupil premium children. Staff are reminded that PP children require above and beyond approach to ensure PP children reach a level footing of opportunity with N-PP children.

Staff understand the need for PP children to be catered for and further opportunities provided.

Teachers have been given autonomy to provide the PP children with interventions and opportunities as they see fit i.e. Reading daily.

Awaiting outcome of NFER tests for impact.

Monitoring shows children are benefitting from clear structured support intervention.

Support staff costing: £49,500

June 2020



PP children prioritised for home calls, work packs, home visits, attendance checks, welfare checks.

Conversations and ideas offered to children via weekly calls from staff.

Quality of teaching budgeted cost	£178,327.50
Breakdown: Structured learning conversations with Teacher cost per hour £25 and with Teaching Assistants £15 per hour (1/2 hour teacher per fortnight and 1/2 hour LSA per week per PP pupil)	60,693.75
Monitoring from SLT and Subject Leaders, Headteacher, Deputy Headteacher and Assistant Headteacher with no class based teaching commitment, Middle Leaders and Subject Leaders with release time costed (4 hours per week @ £35)	72,832.50
Interventions planned for individuals in class from T and TA support (15 mins per week per pupil)	5,460.00
Blossoms intervention support for individuals (3 hours per week)	36,416.25
	2,925.00

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To raise standards of in basic skills of reading, writing and Maths and self-esteem and communication skills</p>	<p>TA support for 1:1 sessions weekly</p>	<p>Early intervention for individuals to assess their own learning and provide targeted feedback for them to improve impacting positively on end of key stage outcomes. (Feedback EEF +8)</p> 	<p>Termly assessments for individuals – qualitative and quantitative data (e.g self-esteem questionnaires and measures and Pupil Tracking data / NFER testing)</p>	<p>David Briscoe</p>	<p>Termly</p>
<p>March 2020 PP children all have reading intervention by LSA/Teacher i.e 1-2-1 reading, shared reading, group reading. Monitoring shows all PP children receive reading intervention on at least a weekly basis. Spring tracking data NFER awaiting data Pupil voice questionnaires Through monitoring PP children do receive weekly reading sessions with support staff/teachers. Through soft data i.e. learning walks, clear progress can be seen and heard, specifically in reading. Data to follow from Spring term NFER tests.</p> <p>June 2020 Weekly check ins from teachers to ensure PP children are 'fit and well' Direct teacher email support offered for all PP children to support with learning for both parents and children. Work packs and clear line of electronic support/telephone support always available.</p>					
<p>Improved engagement and accelerated development of social skills</p>	<p>Support for vulnerable pupils in developing 'learning to learn' strategies – targeted groups and individuals</p>	<p>Using Structured Conversations and feedback - daily alongside extra adults can target individuals that show signs of slow progress (Meta-cognition and Self-regulation EEF +8)</p> 	<p>Support staff delivering the programmes will be monitored by class teacher. Specific time set aside for all pupils to access input from Pupil Premium intervention weekly.</p>	<p>Class teachers / LSAs</p>	<p>On-going reviews of progress throughout the year</p>

March 2020

Time has been set aside by staff to target PP children and groups.
 Pupil engagement is improving as is behaviour for learning. This has been evident on learning walks, drop ins and lesson visits.
 Adults supporting individuals.
 Learning mentor supporting specific individuals with learning to learn activities.

June 2020

Wellbeing checks completed by Learning Mentor on a weekly basis through home, telephone and text.
 Engagement in events or activities outside of academia provided via Twitter to encourage children to stay mentally well.

<p>To improve attendance of identified pupils. Work closely with other services to support children and families, inc EWO, FSW. EHAT – vulnerable families – supporting children in ascertaining wishes and feelings. To work alongside families to reduce a range of barriers to learning, including language skills, emotional and family support.</p>	<p>Engagement with EHAT process - school to provide lead by R Kinsella Tate and Justine Ashley FSW Attendance monitoring by UPS Teacher, EWO and Headteacher</p>	<p>Attendance and punctuality of pupils remains a focus, provision of support to identify barriers to pupils attending punctually (Parental engagement EEF +3)</p> <p>Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small></p>  <p>Emotionally vulnerable groups of pupils require additional support to develop self-esteem resilience to be able to engage in learning within their classes (Social and emotional learning EEF +4 Meta-cognition and Self-regulation EEF +8)</p> <p>Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>  <p>Meta-cognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p> 	<p>Attendance monitoring by Headteacher, Attendance Lead and EWO</p>	<p>Katy Morris/ Hannah Jones/ Ruth Kinsella- Tate</p>	<p>Review through weekly attendance meetings with HT and Attendance lead</p>
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March 2020

EHAT meetings attended, further training to be attended when relevant and available.

Blossoms room support.

Mental health training to be accessed.

Targeted work with PP children who are poor attenders from EWO and Learning mentor.

PP attendance has increased from 87.49% - 92.65% (Dec 19 - Mar 20) £8450.00 (Teacher time)

SEMH groups taken place either group or individual groups - all children show via Boxall assessment to have shown improved SEMH behaviours: Spring cost £6930.00

Awaiting Spring data for academic impact.

June 2020



Home calls by SENDCO to offer support and refer to specific agencies for further support as required.

Virtual meetings attended by SENDCO.

Targeted support budgeted cost	£159,326.25
Breakdown: Termly assessment sessions with individuals with Teacher cost per hour £25 and with Learning Support Assistants £15 per hour (£13.75 per child)	133,526.25
Timetable of pupil premium interventions	See above
Attendance Lead release	2925.00
Family Support – Justine 4 days per week	18,000.00
Blossoms Nurture (5 hours per week)	4875.00

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions – providing pastoral support to ensure engagement in learning. Improved outcomes and accelerated progress from low starting points.</p>	<p>Provision of TA support within class</p> <p>Engagement and Intervention</p> <p>1:1 Pupil Premium additional intervention /workshop sessions</p>	<p>Support to provide suitable interventions for children identified through planning. Skills sets of LSAs include language, early reading and phonics, emotional support, positive mental health, ICT (Small group tuition EEF +4 Teaching Assistants EEF +1)</p>  <p>Pupil Premium Intervention sessions with Ts and LSAs on individual targets. Targets matched to individual needs (One to One Tuition EEF +5)</p> 	<p>Training for staff as appropriate in delivery of strategies and structured intervention programmes, i.e. Reading / phonics intervention, maths intervention.</p>	<p>Class Teachers / Learning Support Assistants</p>	<p>Reviewed at budget setting and for new academic year</p>
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March 2020

Additional adults directed to work within Y6 to support specific groups of children. CPD provided by SIO - significant investment has been made in teacher CPD from a bespoke training package.

June 2020

Significant online CPD for staff via online package. A wide varying support package put into place for all PP children.

<p>Breakdown: Training and coaching to support delivery of appropriate strategies. SLT and Senco support working collaboratively. (3 hours per week equivalent)</p> <p>Subject Leaders non contact time for research using EEF and other sources and monitoring of outcomes and progress of PP pupils. (Additional 2 hrs per half term)</p> <p>Targeted pupil premium intervention from LSAs. Blossoms Nurture support for individuals identified for intervention and on ad hoc basis as required. (5 hours per week)</p>	<p>Other approaches budgeted cost</p> <p>2925.00</p> <p>300.00</p> <p>See above</p> <p>4875.00</p>
<p style="text-align: right;">TOTAL SPEND</p>	<p>£345,753.75</p>

6. Review of expenditure

Review of expenditure 2018-19

Total Funding Allocation £324,720

Total Budget Allocation £310,241

Total Budget Remaining £14,479

Desired Outcome	Action Taken	Impact																																			
<p>Pupils to achieve ARE at an accelerated rate</p> <p>£186,342</p>	<p>Bespoke targeted groups and individual lessons LSA and Teacher intervention CPD for staff</p>	<p>KS1 data shows PP children showing an increase in % attainment in all subjects and combined over a 3-year trend, KS2</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Number of Pupils / % Matched</td> <td>26</td> <td>28</td> <td>23</td> <td>29</td> </tr> <tr> <td>% Expected standard+ (Re, Wr, Ma)</td> <td>22%</td> <td>30%</td> <td>50%</td> <td>31%</td> </tr> <tr> <td>% Expected standard+ Reading</td> <td>47%</td> <td>37%</td> <td>75%</td> <td>41%</td> </tr> <tr> <td>% Expected standard+ Writing</td> <td>44%</td> <td>60%</td> <td>50%</td> <td>47%</td> </tr> <tr> <td>% Expected standard+ Maths</td> <td>44%</td> <td>37%</td> <td>88%</td> <td>34%</td> </tr> <tr> <td>% Expected standard+ Grammar, Punctuation & Spelling</td> <td>42%</td> <td>54%</td> <td>70%</td> <td>67%</td> </tr> </tbody> </table> <p>KS2 generally showed a strong upwards trend, except 2019 where the attainment dips significantly – this is cohort specific. (Awaiting confirmed 2019 progress scores from DfE for DA pupils to confirm this as additional evidence)</p>		2016	2017	2018	2019	Number of Pupils / % Matched	26	28	23	29	% Expected standard+ (Re, Wr, Ma)	22%	30%	50%	31%	% Expected standard+ Reading	47%	37%	75%	41%	% Expected standard+ Writing	44%	60%	50%	47%	% Expected standard+ Maths	44%	37%	88%	34%	% Expected standard+ Grammar, Punctuation & Spelling	42%	54%	70%	67%
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<p>PP pupils to show a decreasing Persistent absence trend</p> <p>£12,500</p>	<p>Additional EWO time Attendance lead release time Investment in rewards FSW time purchased</p>	<p>Attendance data shows PP PA shows a decrease in the % number of PA (Evidence EWO/Attendance lead report/SIMS)</p>																																			
<p>Access to main stream classrooms for PP pupils with increasing emotional/behavioural difficulties</p> <p>£78,399</p>	<p>SEMH interventions targeted via testing baseline External support and guidance used via varying agencies Child led programmes</p>	<p>SEMH data indicates programmes have been successful with all children except 1 (external additional support/guidance sought) during the academic year 2018/19 shows an improved SDQ score. (Evidence: SEND team, SDQ scores, pupil profiles)</p>																																			
<p>Increase cultural experiences and enrichment</p> <p>£8,000</p>	<p>Use of local environment providing free trip Use of school mini bus to transport children Subsidise residential trips</p>	<p>Increased use of the local area has been integrated into the school curriculum with children visiting places and more frequently visitors coming to the school i.e. chicks, a farm education program, LFC, cookery program, Spanish, Music etc. (Evidence: Twitter feed, monitoring walks)</p>																																			

<p>Increased level of vocabulary application within writing in all subjects</p> <p>£5,000</p>	<p>Change made to reading curriculum</p> <p>Reading resources invested in</p> <p>Online hardware and materials invested to engage pupils</p>	<p>Increased use of vocabulary has been evident through subject and SLT book monitoring, specific subject based words are more evident and focused to suit the context. Clear action plan by all subject leaders to increase this further has been formulated, evidence available via school website long term curriculum plans. <u>(Evidence, class books)</u></p>
<p>Engage reluctant learners and offer support</p> <p>£14,000</p>	<p>Use of alternative equipment such as online resources, in a time limited way to support and engage learners</p>	<p>Investment in ICT equipment and resources has taken place. From support walks there is clear evidence of increased use of focused supportive online resources have engaged pupils in their own independent learning skills. This has also been reflected in pupil voice conversations. <u>(Evidence: Pupil voice, monitoring walks, Computing subject lead)</u></p>
<p>Child centred focus on specific learning needs to aid progress</p> <p>£6,000</p>	<p>Bespoke LSA/teacher learning interventions to use resources/incentives/agencies i.e. Ed psych time, specific programmes etc</p>	<p>Additional bought in services have been used to gain a further insight into how we can best support the individual child, i.e. Ed Psych, SFSSW, Seeding's. The impact of this has acted as a supportive mechanism for both the school in taking the child's learning forwards and supportive for the child. <u>(Evidence: Services themselves, family feedback, SEND pupil profiles, Child protection conferences, TAF meetings, SEND monitoring)</u></p>