

Pupil premium strategy statement – Pinfold Street Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	53.4%
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 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Toni Beech, Headteacher
Pupil premium lead	Ross Worthington
Governor / Trustee lead	Vera Johnston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,320
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>	£309,320

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

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

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

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

Challenges

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

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

Intended outcomes

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

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

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

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teach Like a Champion strategies embedded across the school to improve standards – TLAC Team and Senior Leaders.</p> <p>SIP target</p>	<p><i>TLAC addresses at least 3 of the suggestions from the ‘five a day’ approach to high quality teaching – explicit instruction, cognitive and metacognitive strategies and scaffolding (see TLAC implementation plan for further details)</i></p> <p><i>TLAC Team and Senior Leaders will have non-contact time to release them to:</i></p> <ul style="list-style-type: none"> - share and monitor TLAC teaching strategies to improve outcomes for all pupils. -support staff with planning and delivery of lessons -team teach and model lesson delivery where appropriate 	1, 8

	<ul style="list-style-type: none"> -develop the planning structure and lesson journey with identified staff -support teachers in delivering first quality teaching/TLAC strategies -provide regular CPD and training on TLAC strategies -monitor children's work and application of skills -analyse errors in pupils' practice -liaise with staff following any monitoring/PPM notes -use misconceptions as teaching points and deliver bespoke training on how to improve outcomes <p>EEF +7 months: Metacognition and self-regulation</p> <p>EEF +5 months: Mastery Learning (Maths)</p> <p>EEF +5 months: Phonics</p> <p>EEF +4 months: Specific feedback given to both staff and learners to ensure maximum impact</p>	
<p>To continue to improve standards and outcomes in Reading (Phonics), Writing and Maths</p> <p>SIP target</p>	<p>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.</p> <p><i>To further support this, the Reading Phonics Lead will:</i></p> <ul style="list-style-type: none"> -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 <p><i>The English Lead will:</i></p> <ul style="list-style-type: none"> -lead on an area of the SIP to develop writing skills and improve writing outcomes, especially at the end of KS2 -follow up on pupil level concerns raised in PPM -carry out extensive monitoring on the writing process -support identified staff with planning and lesson sequencing 	<p>1, 8</p>

	<p>-increase opportunities for writing across the school</p> <p><i>The Maths Lead will:</i></p> <ul style="list-style-type: none"> -lead on an areas of the SIP, specifically linked to Maths Mastery (Ark) -support any identified staff with planning and delivery -carry out relevant QLA on assessments -follow up on pupil level concerns raised in PPM <p>EEF +6 months: Reading comprehension strategies</p> <p>EEF +5 months: one to one tuition (Phonics)</p>	
<p>Curriculum – continue to develop a curriculum which is well-planned, progressive and effective</p> <p>SIP target</p>	<p>Curriculum Leader will:</p> <ul style="list-style-type: none"> -ensure that our curriculum is finalised by December 24 -ensure that subject leaders are supported in developing assessments by July 25 -support subject leaders in ensuring that the curriculum is progressive from EYFS to Y6 -ensure that curriculum assessments are in place and used to make accurate judgements -work with staff to use assessment to address gaps in knowledge and understanding -work with staff to plan lessons focussed on skills 	1, 7
<p>Assessment across the curriculum from EYFS to Y6 – using assessment to inform teaching</p> <p>SIP target & OFSTED target</p>	<p>Use diagnostic assessment to plan for and address misconceptions and learning gaps. As recommended in EEF ‘moving forwards, making a difference’ this is highly effective and improves outcomes. Approaches will include: hinge questions, quizzing, mind mapping and other strategies specifically for English and Maths as outlined in the guidance.</p> <p>Continue to use the data information from Insight Tracking System to support with analysis and assessment.</p>	8

	<p>Focussed subject leadership time to enable each subject leader to:</p> <ul style="list-style-type: none"> -monitor and improve the assessment system for their subject -ensure assessments allow staff to identify gaps in understanding and next steps -ensure assessment are accurate and allow staff to make accurate judgements -identify and carry out any follow up work with staff -deliver relevant staff training -ensure curriculum handbooks are up-to-date and progress seamlessly from EYFS -liaise with Assessment Leader to include non-core assessment on INSIGHT <p>EEF +6 months: Feedback</p>	
Develop a consistent homework approach across school	<p>The key findings from the EEF suggest that the average impact of homework in primary schools is effective, especially when it is linked to classroom work and not an add on. To drive out homework approach across school, we will subscribe to the relevant apps/websites to supplement learning. For example:</p> <ul style="list-style-type: none"> -Century AI -Seesaw -Times Tables Rockstars -Education City <p>EEF +2 months: Digital Technology EEF +5 months: Homework</p>	1, 2, 7 & 8
<p>Oracy and oral language in EYFS</p> <p>SIP target</p>	<p>Staff to work on and improve the approaches to emphasise the importance of spoken language and verbal interactions within the EYFS classrooms. Focus on high quality interactions in the early years unit (ShREC approach – EEF)</p> <p>See Oracy implementation plan.</p> <p>EEF +6 months: Oral language interventions</p>	1

<p>Monitoring of teaching with a focus on groups of pupils - DA</p> <p>SIP target</p>	<p>Monitoring of groups of pupils includes DA pupils and comparing DA with Non-DA pupils. This is to ensure that they are making progress as closely in line to Non-DA pupils and that we are reducing the attainment gap in all year groups. We will:</p> <ul style="list-style-type: none"> -analyse the data using INSIGHT -observe lessons focussing on different groups of pupils -monitor pupils' books -gather relevant pupil voice -follow up on any development points identified through monitoring of groups 	<p>1, 8</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £206,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with the whole school approach to Phonics and Maths tutoring</p>	<p>Tutoring and Phonics approaches are highly recommended by the EEF toolkit. We have a successful tutoring programme in place for RWI and are extending this to Maths. Children are assessed and identified to 'keep up, not catch up' from an early age and a trained tutoring team will deliver the tutoring for Maths across the school – following the same successful model deployed in RWI. This will ensure that pupils are able to keep up in class and move through the curriculum at roughly the same pace as their peers.</p> <p>EEF +5 months: tutoring EEF +5 months: one to one tuition EEF + 5 months: phonics</p>	<p>1, 8</p>
<p>Reduced class sizes for identified pupils – Helping Hands/Y4&5 group/Y6 group</p>	<p>EEF defines reducing class size as an approach to managing ratios between staff and pupils and that this can increase the amount of attention a pupil receives. At Pinfold Street, we assess pupils and identify individual pupil needs. We ensure that identified pupils receive a specific curriculum tailored to their needs.</p>	<p>1, 6, 8</p>

	<p>EEF +4 months: Individualised instruction</p> <p>EEF +2 months: Reducing class size</p>	
Continue with the extended RADY approach	RADY is proven to allow disadvantaged pupils to close the attainment gap with peers through creating a culture of equity within school. It continues to be effective at Pinfold Street and has been extended to cover Reading, Writing and Maths. This is especially effective as staff set aspirational targets for our RADY pupils.	1, 2, 7, 8
<p>Develop the Learning Hub in school for identified pupils with SEMH & behavioural needs – including interventions where appropriate</p> <p>SIP target</p>	<p>Wider reading 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 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 are creating a Learning Hub in school.</p> <p>The Learning Hub will be a therapeutic classroom 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 staff in school.</p> <p>EEF +4 months: Social and emotional</p> <p>EEF +4 months: Behaviour interventions</p>	4, 5, 6

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

Budgeted cost: £57,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support to improve % of PA, especially with our DA pupils + Service Level Agreement with S4S SIP target	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.	3, 4, 5, 6
Parent Support Advisor in school SIP target	PSA in school to continue working with families. Role includes: -focus on supporting and engaging with parents of DA and vulnerable children -attending training based on needs/emerging needs of families -high level of engagement with hard to reach families which results in improved attendance, accelerated progress and improving standards	2, 3, 5
Budget for school farm	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.	6
Increase pupils' cultural capital	School to continue to improve our pupils' cultural capital and ensure that they experience a wide range of visits, trips, visitors and themed days. We are removing the DA barrier and ensuring that deprivation does not hinder their experiences. 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.	2, 7
Enrichment package for PPA, After-School Clubs and Lunchtimes	We will continue with our whole school enrichment package, which includes all children attending an after-school club, specialist sessions for PPA and a wide	2, 7

	<p>range of sports and activities at lunchtime.</p> <p>EEF +2 months: Sports participation EEF +3 months: Arts participation</p>	
Planned cultural days in school	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.	7
Increase parental engagement with school	<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> <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 <p>EEF +4 months: Parental engagement</p>	2, 3, 4, 5
<p>Breakfast Club for identified pupils</p> <p>SIP target</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

Total budgeted cost: £305,503

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.

7 linked to high quality teaching – 4 were fully met and 3 were partially met

6 linked to targeted academic support – all 6 were fully met

8 linked to wider strategies – 6 were fully met and 2 were partially met

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

Reading

Dis-Advan	2022	2023	2024	NAT	Comments
Dis Attainment	58% 16%	67% 18%	66% 20%	(62%) (18%)	Broadly in line with 2023, higher than NAT
Dis Progress	-1.40	+1.54	-	-	-
Dis Average SS	101.4	103.2	102.9	(102.8)	Slight decline from 2023, in line with NAT

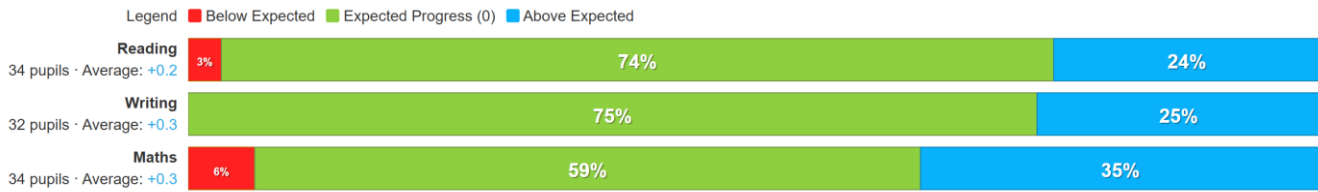
Writing

Dis-Advan	2022	2023	2024	NAT	Comments
Dis Attainment	58% 3%	45%	63% 8%	(59%) (6%)	Increase on 2023, higher than NAT
Dis Progress	-0.60	-2.03	-	-	-

Maths

Dis-Advan	2022	2023	2024	NAT	Comments
Dis Attainment	55% 7%	58% 0%	69% 26%	(60%) (13%)	Increase over three years, higher than NAT
Dis Progress	-2.50	-0.84	-	-	-
Dis Average SS	99.8	101.6	103.5	(101.5)	Increase over three years, higher than NAT

Progress Overview in Year 6 for DA pupils from ENTRY to Sum 2 2023/24



Year 4 Multiplication Tables Check 2023/24

Cohort	Average score (out of 25)	National (2024)	Comments
37 pupils	24.2	20.2	Above National

EYFS and Key Stage 1

Year 1 Phonics – 3 Year Trend – Whole cohort

	Subject	2022	2023	2024		Comments
Y1	Phonics	63	82	69	80	Dip compared to 2023 Over 34% of the cohort are on the SEND register Rigorous approach to Phonics – RWI filming school Phonic Tuition in place for identified pupils Phonic Team in place – constant assessment, filling gaps

Year 1 Phonics Screening Check 2023/24 – Disadvantaged Pupils

Cohort	School	National (2024)	Comments
27 pupils	67%	68%	Below National

Reception – Whole cohort

September 2023 (Baseline) – 100% of our pupils (DA and non-DA) entered Reception ‘below’ or ‘well-below’ the expected standards. By, July 2024 – 57% of our pupils achieved GLD.

Reception data 23/24 – Disadvantaged Pupils achieving GLD

Cohort	GLD - School	GLD – National (2024)	Comments
24 pupils	50%	51%	Broadly in line

Attendance DA pupils – overtime

	Sep 20 – July 21	July 22	July 23	July 24
Pupil Premium	88.76%	91.85%	91.51% National = 92.7%	91.90% National = 94.5%