



## Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Pines Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kerry Darby, Headteacher and LGB.
Pupil premium lead	Kerry Darby
Governor / Trustee lead	Racheal Cox/Kevin Brooks

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27960
In-Service funding allocation this academic year	£ 6030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 33,990

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding we consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In 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 the 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Demography and School Context

The Pines Primary School is a new school that opened in September 2018. Initially opening with Reception, Year 1 and Year 2 and a pre-school, the school reached capacity in 2022 with plans to expand to two form entry.

The Pines is a growing school and thus has a rapidly expanding intake. There is a higher than average intake from United States Airforce personnel (currently 11% of the school

population) which increases mobility as these pupils stay for between 1 and 3 years according to their parents deployment.

Many of the children who join us have experienced difficulties in their previous schools however, they settle quickly into The Pines as a result of the support in place.

Whilst the deprivation index is currently low the school's intake is drawn from an increasingly wide and diverse catchment area and therefore this is expected to increase as our numbers grow. The number of pupils eligible for pupil premium is also currently lower than national (approximately 11%) however many of our families are in low-income occupations and face considerable financial hardship.

Redlodge is physically isolated from the main town and has limited public transport. As a new town, Redlodge also lacks amenities such as access to a supermarket.

Speech and Language is below average on entry and Language Link is used to screen all children and target interventions.

The proportion of pupils with special needs is inline with the national average at 14%.

## Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment on entry to the Early Years Foundations stage in all areas.
3	High percentage of pupils joining at different times in the year with additional needs and low attainment (including in-service pupils)
4	High level of social and emotional difficulties
5	Lack of access to wider curriculum opportunities due to location, transport and finance

## 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 and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including book scrutiny and ongoing formative assessment.
To improve % of disadvantaged pupils achieving expected standard in EYFS	EYFS outcomes in 2023/24 show that more than 70% of disadvantaged pupils achieve GLD.
To improve attainment for pupils arriving at school at different points in school year and all disadvantaged pupils	KS2 outcomes in 2023/24 demonstrate at least 80% of disadvantaged and in-service pupils achieving age related expectations in English and Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, parent and teacher observations and counsellor input.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA qualified Teaching Assistant</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4,3
Oracy Lead appointed  Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://www.educationendowmentfoundation.org.uk/Oral-language-interventions-Toolkit-Strand-Education-Endowment-Foundation-EEF">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8300

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver early speech and language programme screening and programme to EYFS/Year 1 pupils to ensure that SALT concerns are quickly identified and appropriate support implemented (Language Link)	The ability to develop effective speech, language and communication skills is fundamental to the development of all children and young people and their ability to reach their full potential in education and beyond. <a href="https://www.educationendowmentfoundation.org.uk/Oral-language-interventions-EEF">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2 and 3
All pupils receive direct reading comprehension teaching in addition to decoding support. All Pupil Premium pupils to receive additional 1:1 reading sessions	Research clearly demonstrates that the direct teaching of reading comprehension strategies improves pupils reading skills. Alongside phonics it is a crucial component of reading instruction. <a href="https://www.educationendowmentfoundation.org.uk/EEF/Reading-Comprehension">EEF/Reading Comprehension</a>	1,2 and 3

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

Budgeted cost: £18685

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Well Being Lead in place to offer:</p> <ul style="list-style-type: none"> <li>• Parenting support</li> <li>• Therapeutic interventions for pupil</li> <li>• Supporting PP attendance</li> <li>• Signposting parents to additional sources of support.</li> </ul> <p>Total cost: £17685</p>	<p>Improved parental engagement leads to higher attainments especially for lower attaining pupils:  <a href="#">Parental Engagement/EEF</a></p> <p>Research has shown that therapeutic interventions can significantly reduce anxiety and other well-being concerns that can provide a barrier to learning for pupils.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Social and Emotional Learning /EEF</a></p>	<p>3,4 and 5</p>
<p>Subsidising school trips including those that take place outside the school day (residential/evenings)</p> <p>Subsidising places at extra-curricular clubs (including sports and creative arts)</p> <p>Total Cost: £1000</p>	<p>Studies of outdoor learning have shown positive benefits on academic learning and wider outcomes such as self confidence.</p> <p>We aim to increase all pupils cultural capital through access to a wider curriculum offer that focuses on experiential learning:  <a href="#">Creative Approaches that Raise Standards Ofsted</a></p> <p>All children benefit from experiencing extra curricular activities. There are also often wider benefits for low-income pupils in terms of attendance at school, behaviour and relationships with peers.</p>	<p>4,5</p>

**Total budgeted cost: £ 23135**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2022/23 suggested that the attainment of disadvantaged pupils was slightly lower than non-pupil premium in key areas of the curriculum although progress was consistently high (as shown by GLS assessment data).

There is also considerable over-lap with our PP and SEND pupils (at the end of KS1 for example, all PP have additional needs).

Our KS2 co-hort was 11 pupils with low PP numbers so it is not possible to publish the results without identifying pupils.

Although overall attendance in 2022/23 remains lower than pre-covid levels at 96.6% it remained higher than the national average (92.5%). Our disadvantaged pupils attendance was lower at 93%, however, there were other attributing factors to this (including long-term illnesses), however, we continue to focus on improving this.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, in part due to COVID-19-related issues and family circumstances. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils (including mental health training for all staff), and targeted interventions where required. The well-being support for those pupil premium and service children that required intervention and had a clear positive impact on their ability to access the curriculum (as evidenced by before and after assessments and observations) We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

Programme	Provider
Purple Mash	2 Simple
Times Tables Rock Stars	TT Rockstars
Nessy Reading and Spelling	Nessy.com
Accleread/write	lansyst

## Service pupil premium funding

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

Measure	Details
Family Well-Being Lead Support	Families receive support according to need and pupils participate in well-being sessions.

Targeted interventions.	We identified gaps in service children's education caused by moving between schools which we addressed with targeted support which allowed pupils to make rapid progress and further narrow the attainment gap between them and that of their peers.
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## Further information (optional)

As a growing school our pupil premium funding is always less than the amount of pupils receiving the support as the numbers are calculated on the previous years figures and each year we gain 30 plus pupils.

Therefore the details published in this strategy do not cover all the additional support available at The Pines for disadvantaged pupils and our whole school ethos and approach support the achievement of our most vulnerable pupils:

### **Transforming Lives Through Inspirational Learning**

All of our pupils make good progress regardless of their individual starting points and regardless of when they join/leave, learning needs or background. We have ambitious attainment aims for all of our pupils to attain to achieve their maximum potential.

We deliver a thematic based curriculum that where possible, incorporates experiential learning. We ensure that the curriculum is adaptive to meet the needs of the learners (e.g. the learning theme's change according to needs of the co-hort) however, it is underpinned by set progression in knowledge and skills. Our curriculum goes beyond the basic skills and provides opportunities that pupils would not normally have access too in order to provide them with the cultural capital to achieve beyond The Pines