

# 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 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	Pinehurst Primary School
Number of pupils in school	404 (including Nursery) 363 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	69% (IDSR data)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	<b>2022-23</b> 2023-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by (Headteacher)	Miss. Katy Morris
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	£319,243
Recovery premium funding allocation this academic year	£33,713
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£352,956</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

- IDACI Decile 1.2 indicates the school is in the highest 10% level of deprivation.
- 69% of pupils are eligible for Pupil Premium Funding in comparison to 23% national.

## 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 in Years 5 and 6, as supported by the [EEF](#) and [National Tutoring Programme](#).
- [Academic Mentor](#) appointed to further enhance and support the catch-up of our disadvantaged pupils.
- HLTA appointed for further tuition and catch-up support, also trained as a School-Led Tutor.
- 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.

## Disadvantaged pupil progress scores for last academic year available (2020-21)

Measure (39 pupils)	2018-19	2020-21
Reading	-0.1	0.98
Writing	0.9	-1.44
Mathematics	-0.6	-2.54

## Disadvantaged pupil performance overview for last academic year available (2021-22)

Measure (39 pupils)	2018-19	2020-21
Meeting expected standard in RWM at KS2	26%	37.8%
Achieving high standard in RWM at KS2	3%	N/A
Average score in Reading	99	101.8
Average score in Mathematics	100	99.6

### Other Headlines:

- 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).

## 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>• Social interactions having a detrimental effect on ability to engage in school for some pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our assessments (including Pupil Voice Survey – October 2021), 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>• Our assessments and observations indicate that the education and wellbeing 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.</li> <li>• Teacher referrals for support have markedly increased during the pandemic. 13 pupils (85% of whom are disadvantaged) currently require additional support with social and emotional needs.</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>
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> <li>• Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</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>
3	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• 70.8% of disadvantaged pupils passed the PSC in 2022 compared to 62% nationally.</li> <li>• Assessments, observations, and discussions with pupils indicate underdeveloped Phonics and/or Reading skills, oral language skills, and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This negatively impacts their development as readers.</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>
4	<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>

	<ul style="list-style-type: none"> <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> <li>• Through our 'Achievement for All' agenda, we plan to enlist the support of an academic mentor/tutor via the <a href="#">National Tutoring Programme</a>. We are also using the Catch-Up materials during interventions from <a href="#">SIL</a>.</li> </ul>
5	<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> <li>• Through our 'Achievement for All' agenda, we plan to enlist the support of an academic mentor/tutor via the <a href="#">National Tutoring Programme</a>. We are also using the Catch-Up materials during interventions from <a href="#">SIL</a>.</li> </ul>
6	<p><b>Attendance and Punctuality</b></p> <ul style="list-style-type: none"> <li>• Poor attendance and limited support from some parents / carers to help child improve attendance and punctuality.</li> <li>• Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 1.38 – 3.64% lower than for non-disadvantaged pupils.</li> <li>• Our assessments and observations indicate that absenteeism (and persistent absenteeism) is negatively impacting disadvantaged pupils' progress.</li> </ul>
7	<p><b>Other Barriers to Learning (SEND)</b></p> <ul style="list-style-type: none"> <li>• Our assessments (including Pupil Voice Survey – October 2021), 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> <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>

## 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> </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> </ul>
<ul style="list-style-type: none"> <li>Improved Phonics and/or Reading skills for disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Progress in Phonics and/or Reading shows disadvantaged pupils in line with National non- disadvantaged pupils.</li> <li>Termly and annual data using <a href="#">INSIGHT</a> to track pupil's progress.</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>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 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> <li>Measured termly using internal tracking system (<a href="#">INSIGHT</a>), then</li> </ul>


	annually against National Standards and locality benchmarking.
<ul style="list-style-type: none"> <li>Improved attendance, punctuality and engagement of disadvantaged pupils.</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> </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: **£180,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 disadvantaged pupils' progress, from their KS1 end of phase data, and Year 2 disadvantaged pupils from their GLD, to be 'good or better' and EYFS disadvantaged pupils from their starting points to achieve GLD or Exceeding.</p> <p>Formative Assessment focus on closing the gaps through 'structured learning conversations' and</p>	<p>Positive impact of structured learning conversations on outcomes.</p> <p>CPD and advice for teaching staff to target disadvantaged pupils in this whole class system and catch-up programme.</p> <p>Academic Mentor (The Tutor Trust).</p> <p>HLTA (School-Led Tutor).</p> <p><b>(Feedback EEF +8)</b></p> 	4 and 5







<p>peer feedback on a daily basis.</p> <p><b>INSIGHT data, including NFER assessments and statutory assessments.</b></p>	<p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="#">INSIGHT</a></p>	
<p>Disadvantaged pupils' progress, from their starting points across the school to be good or better.</p> <p>Collaborative Learning Strategies e.g. RWI MTYT, Talk Partners.4</p> <p><b>INSIGHT data, including NFER assessments and statutory assessments.</b></p>	<p>Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured conversations'.</p> <p>1:1 support from teachers and TAs on a daily basis to improve collaboration.</p> <p>Academic Mentor (The Tutor Trust).</p> <p>HLTA (School-Led Tutor).</p> <p><b>(Collaborative Learning EEF +5)</b></p> <p><small>Collaborative learning Moderate impact for very low cost, based on extensive evidence.</small> </p> <p>Focused in-school monitoring to regularly assess effectiveness of strategy.</p> <p>Oral language interventions</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">INSIGHT</a></p>	3, 4 and 5
<p>Disadvantaged 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><b>INSIGHT data, including NFER assessments and statutory assessments.</b></p>	<p>Teachers/Support staff to use Structured Learning Conversations in feedback daily around learning to further impact positively upon progress</p> <p><b>(Meta-cognition and Self-regulation EEF +8)</b></p> <p><small>Metacognition and self-regulation High impact for very low cost, based on extensive evidence.</small> </p> <p>Focused in-school monitoring to regularly assess effectiveness of strategy.</p> <p>Outcomes for individual support through SEND Intervention – Case study information.</p> <p>In October 2021, the entire school staff received training in <a href="#">Restorative Practice</a> to ensure a whole-school consistent approach to conflict resolution.</p> <p>Pinehurst to use <a href="#">Thinking Moves</a> to support with embedding metacognition and 'thinking about thinking' into teaching and learning strategies and planning (supported by <a href="#">SIL</a>).</p> <p><a href="#">INSIGHT</a></p>	1, 2, 6 and 7
<p>Staff to be knowledgeable about individual needs and allocation of disadvantaged support.</p> <p>Staff to be proactive in seeking opportunities for disadvantaged children to excel across the curriculum.</p>	<p>For interventions to be effective and disadvantaged children supported appropriately, staff must be knowledgeable about individual needs and barriers to success.</p> <p><b>(Individualised Instruction EEF +3)</b></p> <p><small>Individualised instruction Moderate impact for very low cost, based on moderate evidence.</small> </p> <p>Staff to use PP class lists effectively. <b>All</b> staff are aware of which children are disadvantaged across the school.</p>	1, 2, 3, 4 and 5

<p>Staff knowledge of curriculum (where disadvantaged children have come from and where they are going, plus what gaps they may have).</p>	<p>All staff to understand how PP is allocated and what the school provides for disadvantaged children so they can fully contribute to meeting individual needs.</p> <p>All staff to identify needs of disadvantaged children and the most suitable intervention / targeted approach for greatest impact.</p> <p>Teachers to liaise, plan and prepare appropriate interventions with year group partners and LSAs.</p> <p>Intervention to be evaluated and improved for maximum impact.</p> <p>We are part of a 2-year Read, Write, Inc. Phonics project.</p> <p><a href="#">SIL Catch-Up materials</a></p>	
--------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## 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
<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><b>RWI data for Phonics and INSIGHT data for Reading, including NFER assessments and statutory assessments. Sp&amp;L is measurable by our NELI data. Phonics progress and attainment is measurable by our half-termly RWI data.</b></p>	<p>Early intervention for disadvantaged individuals to assess their own learning and provide targeted feedback for them to improve impacting positively on end of key stage outcomes.</p> <p><b>(Feedback EEF +8)</b></p>  <p>Termly assessments for disadvantaged individuals – qualitative and quantitative data (e.g. self-esteem questionnaires and measures and Pupil Tracking data / <a href="#">NFER</a> testing).</p> <p>Support from <a href="#">Tutor Trust</a>.</p> <p>Weekly Shared Reading covers a variety of fiction, non-fiction and poetry texts, including genres linked to key calendar events, e.g., Black History Month.</p> <p>English QBTA includes modern and classic texts.</p> <p><a href="#">RWI Phonics</a> in KS2 for those pupils who need it.</p> <p><a href="#">RWI Phonics</a> 1:1 sessions for lowest 20% KS1.</p> <p>Annual and termly <a href="#">RWI Phonics</a> staff development days.</p> <p>Daily <a href="#">Fluent in Five</a> lessons in KS2.</p> <p>Daily Basic Skills sessions in KS1.</p> <p>Immediate catch-up intervention in afternoon to consolidate learning from morning.</p>	<p>1, 2, 3, 4 and 5</p>

	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support disadvantaged, low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>To support disadvantaged pupils from Early Years to Year 6 in class and during small, targeted intervention group sessions – providing pastoral support to ensure engagement in learning.</p> <p>Improved outcomes and accelerated progress from low starting points.</p> <p>Provision of LSA support within class.</p> <p>Engagement and Intervention.</p> <p>1:1 Pupil Premium additional intervention /workshop sessions.</p> <p><b>RWI data for Phonics and INSIGHT data for Reading, including NFER assessments and statutory assessments. Sp&amp;L is measurable by our NELI data. Phonics progress and attainment is measurable by our half-termly RWI data.</b></p>	<p>Support to provide suitable interventions for disadvantaged children identified through planning. Skills sets of LSAs include language, early reading and phonics, emotional support, positive mental health, ICT</p> <p><b>(Small Group Tuition EEF +4 and Teaching Assistants EEF +1)</b></p> <p><small>Small group tuition Moderate impact for moderate cost, based on limited evidence.</small> </p> <p><small>Teaching assistants Low impact for high cost, based on limited evidence.</small> </p> <p>Pupil Premium Intervention sessions with Ts and LSAs on individual targets.</p> <p>Targets matched to individual needs.</p> <p>Training for staff as appropriate in delivery of strategies and structured intervention programmes, i.e. Reading / Phonics intervention, Maths intervention.</p> <p><b>(One to One Tuition EEF +5)</b></p> <p><small>One to one tuition Moderate impact for high cost, based on extensive evidence.</small> </p> <p>Oral language interventions can have a positive impact on disadvantaged pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3 and 7</p>

## Wider Strategies (Related to attendance, behaviour, wellbeing)

Budgeted cost: £22,956.00

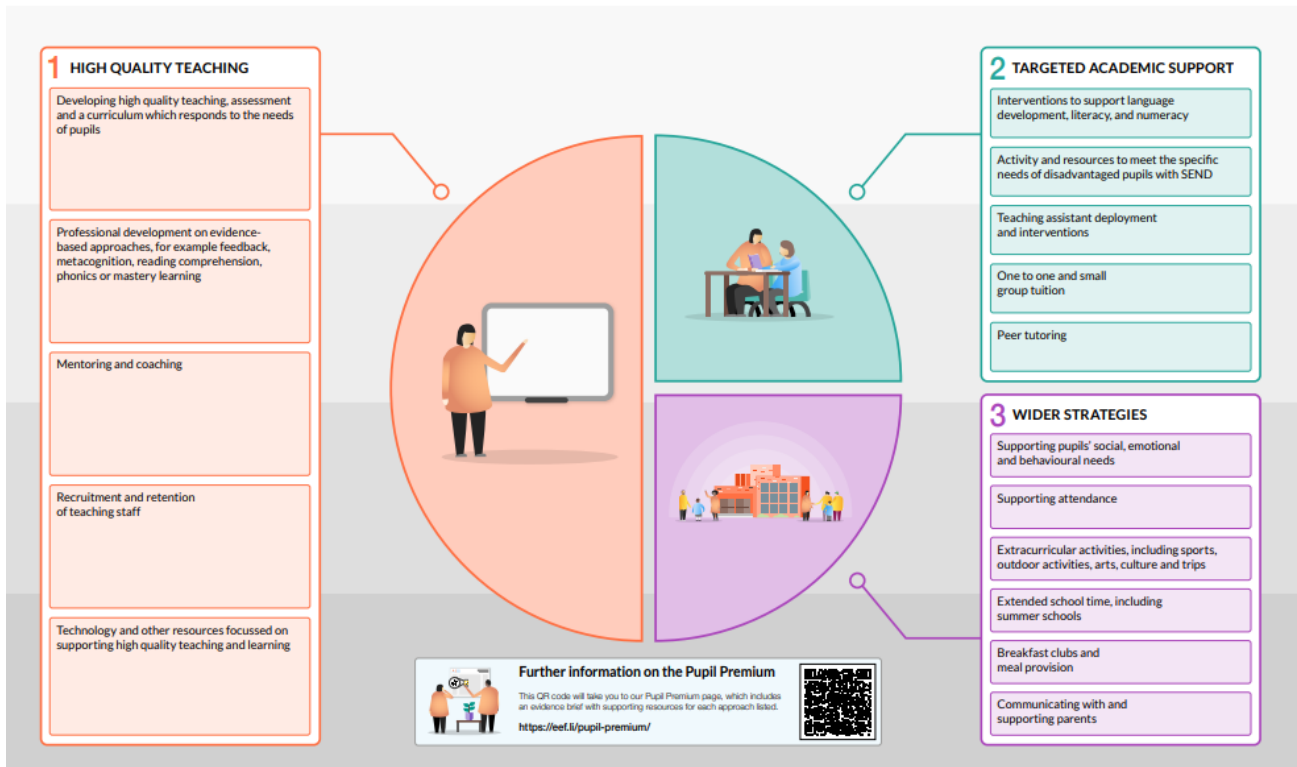
Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>To improve attendance of identified disadvantaged pupils. Work closely with other services to support children and families, inc. EWO, FSW.</p> <p>EHAT – vulnerable families – supporting disadvantaged children in ascertaining wishes and feelings.</p> <p>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 Joanne Steers and Justine Ashley (FSW).</p> <p>Measured by internal well-being toolkit from <a href="#">PHE</a> or <a href="#">GL Assessment</a>.</p> <p>This will be monitored and assessed internally by our Learning Mentor (CW) and SENDCo (JS/VP/SMCH). Assessments from external agencies will also be included.</p> <p>Investigations into wellbeing assessment tools underway.</p>	<p>Attendance and punctuality of disadvantaged pupils remains a focus, provision of support to identify barriers to pupils attending punctually.</p> <p><b>(Parental Engagement EEF +3)</b></p>  <p>Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small></p> <p>Emotionally vulnerable groups of disadvantaged pupils require additional support to develop self-esteem resilience to be able to engage in learning within their classes.</p> <p><b>(Social and Emotional Learning EEF +4)</b></p> <p><b>Meta-cognition and Self-regulation EEF +8)</b></p>  <p>Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>  <p>Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Pinehurst to use <a href="#">Thinking Moves</a> to support with embedding metacognition and ‘thinking about thinking’ into teaching and learning strategies and planning (supported by <a href="#">SIL</a>).</p> <p><a href="#">Liverpool Families Programme</a> (summary of the National Troubled Families programme).</p> <p>Pinehurst endorses the <a href="#">Liverpool Attendance Charter</a>.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	<p>1, 6 and 7</p>
<p>Improved engagement and accelerated development of social skills.</p> <p>Support for vulnerable disadvantaged pupils in developing ‘learning to learn’ strategies – targeted groups and individuals.</p> <p>Attendance and punctuality data on SIMS and INSIGHT.</p> <p>More pupils receiving rewards and certificates for improved attendance.</p> <p>This will be monitored and assessed internally by our Learning Mentor (CW) and SENDCo (JS/VP/SMCH). Assessments from external agencies will also be included.</p>	<p>Using Structured Conversations and feedback - daily alongside extra adults can target individuals that show signs of slow progress.</p> <p><b>(Meta-cognition and Self-regulation EEF +8)</b></p>  <p>Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Class teacher will monitor support staff delivering the programmes.</p> <p>Specific time set aside for all pupils to access input from Pupil Premium intervention weekly.</p> <p>Learning Mentor (CW) Wellbeing Lead.</p> <p>After-school Mindfulness Club led by Wellbeing Champions (HJ and LP).</p> <p><a href="#">Progressive Sports</a> trialed to enhance improved resilience, mental health and wellbeing in pupils.</p>	<p>1, 2, 6 and 7</p>

# Total budgeted cost: £353,956.00 (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 20212 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 end of 2020-2021: 91.44%
- All staff trained in [Restorative Practice](#) to ensure a whole-school consistent approach to conflict resolution.
- Teacher-assessed end of KS2 results continue to improve and remain broadly in line with national.

### 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
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>
School Improvement Liverpool	<a href="#">SIL</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>

## 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 2022-23
What was the impact of that spending on service pupil premium eligible pupils?	N/A for 2022-23

## 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