

Pupil Premium Strategy Statement



Pinehurst Primary School



Pinehurst Avenue, Anfield, Liverpool, L4 7UF

This statement details our school's use of Pupil Premium funding for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged pupils.

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

School Overview

Detail	Data
School name	Pinehurst Primary School (134471)
Number of pupils in school	438 (including Nursery) 393 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	54% (211)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by (Headteacher)	Mrs. Katy Glynn
Pupil Premium Lead	Ms. Anna MacDiarmid
Governor Leads	Mrs. June Simm (CoG) Mrs. Lesley Roach

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,080
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£327,080

Part A: Pupil Premium Strategy Plan

Statement of Intent

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

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

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

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

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

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

Our Context

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools and is well above average.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation and is well above average.
- Since 2022, our school number on roll has increased from above average to well above average in 2023 and 2024.
- Our percentage of disadvantaged pupils remains at well above average.
- Our EHC % and EAL % are above average.
- Our school welcomes 12 out of 18 possible ethnic groups.
- As of March 2023, the overall effectiveness grade for our school is good.
- Pinehurst Primary School has elected two members of the governing body with responsibility for ensuring our Pupil Premium funding is spent effectively. The Pupil Premium Lead meets half-termly with the whole governing body to present a half-termly report, and also meets with one of the Pupil Premium governors annually.

Whole-School Objectives

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

Achieving Our Objectives

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

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

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

Key Principals

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

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

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

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Social, Emotional, and Mental Health</p> <ul style="list-style-type: none"> • Raising the SEMH, self-belief, motivation, and aspirations of individual pupils. • An increasing number of PP children are affected by emotional needs - ACEs, and/ or SEND.
2	<p>Speech, Language, and Communication (Oracy)</p> <ul style="list-style-type: none"> • Very low language skills on entry to school and limited range of vocabulary in all areas of the curriculum.
3	<p>Reading and Writing (Literacy)</p> <ul style="list-style-type: none"> • Our assessments and observations indicate that a number of our disadvantaged pupils are working below age-related expectations.
4	<p>Mathematics (Numeracy)</p> <ul style="list-style-type: none"> • Our assessments and observations indicate that a number of our disadvantaged pupils are working below age-related expectations.
5	<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> • Poor attendance and limited support from some families to help child(ren) improve attendance and punctuality.
6	<p>Behaviour</p> <ul style="list-style-type: none"> • Our assessments, observations, and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect our disadvantaged pupils, including their attainment. • Disadvantaged children with SEND can demonstrate significant challenges that require additional support/specific intervention.

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

	against National Standards and locality benchmarking.
<ul style="list-style-type: none"> Improved attendance, punctuality and engagement of disadvantaged pupils. 	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - 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; - 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. <ul style="list-style-type: none"> Qualitative and quantitative data to show improvements in these areas and attendance data to improve for this group. Attendance support and tracking systems and early intervention. Pinehurst has fully embedded Liverpool Attendance Charter. We will measure the impact through attendance and punctuality figures.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above, **how we will measure whether they have been achieved.**

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

Budgeted cost: **£200,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching and assessment - oracy</p> <p>EYFS CPD linked to Speech and Language development</p> <p>Oral language interventions</p>	<p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>EEF – Very high impact for very low cost based on extensive evidence.</p>	<p>2</p> <p>3</p>
<p>High quality teaching and assessment – oracy and reading</p> <p>RWI CPD and Development Days</p>	<p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>We use a DfE validated systematic synthetic phonics programme.</p>	<p>2</p> <p>3</p>

	EEF – High impact for a very low cost based on very extensive evidence.	
High quality feedback and assessment	EEF – Very high impact for very low cost based on extensive evidence. EEF Embedding Formative Assessment +2 additional months progress.	1 2 3 4
Professional development to support the implementation of evidence-based approaches Whole--school Quality First Teaching CPD External agencies and use of Creative Education for staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and IN-SET. Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.	2 3 4
Professional development to support the implementation of evidence-based approaches Metacognition and self-regulation (Thinking Moves) Cognitive Science	EEF - Very high impact for very low cost based on extensive evidence. EEF Metacognition and Self-Regulated Learning report . EEF Cognitive Science Approaches in the Classroom re- port . Great Teaching Toolkit Evidence Review .	1 2 3 4 5 6
Mentoring and coaching for teachers Mentoring and coaching approach is part of our school's monitoring cycle.	National Institute of Teaching report .	3 4
Recruitment and retention of teaching staff Staff are given opportunity to undertake NPQs or other CPD activities.	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. EEF Effective Professional Development Guidance report and DfE Reducing School Workload toolkit . Opportunities to undertake NPQs .	1 2 3 4 5 6

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

Budgeted cost: **£120,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition</p> <p>Tutor Trust tutors (Maths and Reading)</p> <p>School-led tutoring</p>	<p>Recommended by EEF and Department for Education.</p> <p>High to moderate impact for low to moderate cost based on moderate evidence.</p> <p>EEF Tutor Trust Impact +3 months additional progress.</p> <p>EEF Making a Difference with Effective Tutoring report.</p>	2
		3
		4
		4
<p>Targeted interventions for oracy, literacy and numeracy</p> <p>High-quality interventions across all year groups.</p> <p>Pupil Premium Class Lists identify interventions.</p>	<p>EEF states small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>EEF Selecting Interventions Evidence Insights.</p> <p>Improving the teaching and learning of literacy.</p> <p>Improving the teaching and learning of numeracy.</p>	1
		2
		3
		4
		5
		6
<p>Targeted interventions for disadvantaged pupils with SEND</p> <p>Pupil Premium Class Lists identify interventions.</p>	<p>EEF Special Educational Needs in Mainstream Schools.</p> <p>‘Five a Day’ teaching principle for SEND pupils.</p>	1
		2
		3
		4
		5
		6
<p>Teaching assistant deployment and interventions</p> <p>Pupil Premium Class Lists identify interventions.</p>	<p>EEF Making the Best Use of Teaching Assistants Guidance report.</p> <p>Teaching Assistant Interventions +4 months additional progress.</p>	1
		2
		3
		4
		5
		6

Wider Strategies (Related to attendance, behaviour, wellbeing)

Budgeted cost: **£27,000.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Learning Mentor with responsibility for mental health and parental engagement.</p> <p>Behaviour Lead (AHT) to lead on personalised provision 'additional to and different from'.</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools report.</p> <p>EEF Improving Behaviour in Schools report.</p> <p>EEF Social and Emotional Learning +4 months additional progress.</p> <p>EEF Behaviour Interventions +4 months additional progress.</p> <p>Restorative Practice (Restorative Thinking).</p> <p>Team Teach positive behaviour.</p> <p>Together Trust positive behaviour support.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
<p>Supporting Attendance</p> <p>Inclusion Charter Mark</p> <p>SENDco and Attendance Lead (AHT) to drive agenda.</p> <p>SENDCo undertaking NPQH.</p>	<p>Dfe Working Together to Improve Attendance report.</p> <p>EEF Working with Parents to Support Children's Learning report.</p> <p>EEF Attendance Interventions Rapid Evidence assessment.</p> <p>Liverpool Attendance Charter.</p>	<p>1</p> <p>5</p> <p>6</p>
<p>Extracurricular activities</p> <p>After-school clubs</p> <p>Sports Premium to enhance PE curriculum (LSSP, LFC, EitC, Yoga Bears)</p> <p>Enrichment opportunities (visit and visitors)</p>	<p>EEF Arts Participation +3 months additional progress.</p> <p>EEF Physical Activity +1 month additional progress.</p> <p>The Sutton Trust 'Subject to Background' and 'Creating Cultural Capital' report.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
<p>Communicating with, and supporting, parents</p> <p>Class Dojo / X (Twitter)</p> <p>Parents' Evenings</p> <p>Activity days</p>	<p>EEF Working with Parents to Support Children's Learning report.</p> <p>EEF Parental Engagement +4 months additional progress.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>

Total budgeted cost: £327,080 (spend)

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 2023 to 2024 academic year.

Key areas of impact:

- Slight improvement in wellbeing and mental health.
- Attendance and punctuality showing improvement.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

*In no particular order.

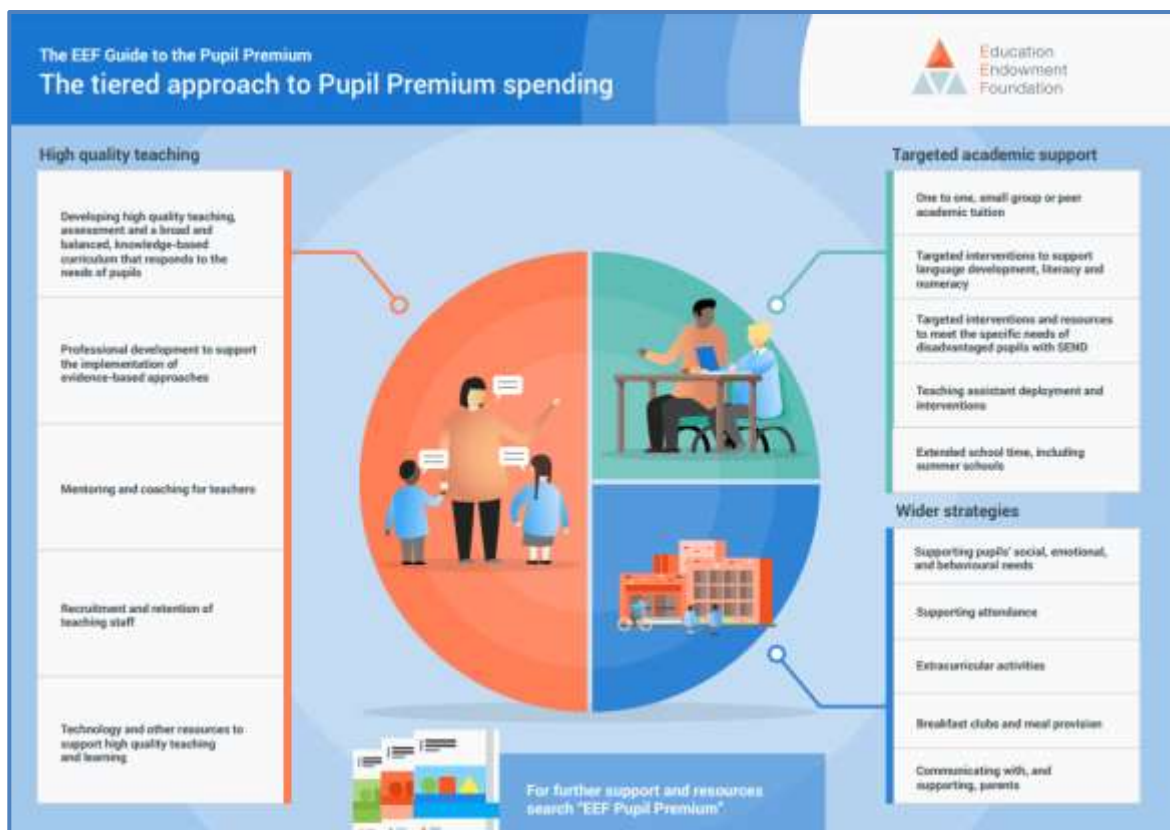
Programme	Provider
School Improvement Liverpool	School Improvement Liverpool
ELKAN Speech & Language	ELKAN
PIVATS	Lancashire County Council
Maths – No Problem!	MNP
R.W.I. Phonics	Ruth Miskin and OUP
Times Tables Rock Stars	TTRS
Spelling Shed	EdShed
Class Dojo (online learning & behaviour)	Class Dojo
Nelson Handwriting	OUP
Digimap for Schools	Digimap
Jigsaw PSHE	Jigsaw
Primary DT	Steph O'Donnell
Education Library Service	Cheshire Library Services
Restorative Practice	Restorative Thinking Ltd.
Thinking Moves A-Z Metacognition	Dialogue Works
Liverpool School Sports Partnership	LSSP
LFC Foundation Schools	LFC Foundation
Everton in the Community	EitC
Apple of my Eye Food Education	Apple of my Eye
Resonate Music Hub	Resonate

Charanga Music Education	Charanga
Duolingo Spanish	Duolingo
Theraplay	Steph Smount
Yoga Bears	Yoga Bears
Bikeability	Bikeability
Widening Participation & Outreach	University of Liverpool
Staff CPD	Creative Education
Positive Behaviour Cultures	Team Teach

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 2024-25
What was the impact of that spending on service pupil premium eligible pupils?	N/A for 2024-25



Source: *The EEF Guide to the Pupil Premium: The tiered approach to Pupil Premium spending* (September 2024)

Further Information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil 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.



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