

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Pupil Premium funding is allocated to schools based upon the number of children on roll from low income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes children that are 'looked after'. The funding is provided for the specific purpose of increasing attainment and progress of these groups of children. An additional premium is provided based upon the number of pupils who have a parent working for the armed services. This service premium is designed to address the emotional and social well-being of these pupils.

School overview

Detail	Data
School name	Pinewood Infant School and Foundation Unit
Number of pupils in school	194 (145 FT)
Proportion (%) of pupil premium eligible pupils	34% of all pupils
Academic year/years that our current pupil premium strategy plan covers	2020-22
Date this statement was published	13 th September 2021
Date on which it will be reviewed	17 th December 2021 and each term thereafter – last review 18.05.22 next review date 18.07.22
Statement authorised by	Rachel Otter
Pupil premium lead	Rachel Otter
Governor / Trustee lead	Rachel Makey Laura Humphreys

Funding overview

Pupil Premium Funding for April 2021-April 2022:

Detail	Amount
Pupil premium funding allocation this academic year	41 @ £1345, 6 @ £310 and 1 @ £2345 = £59,350
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,440

Part A: Pupil premium strategy plan

Statement of intent

Rationale

Providing children with the 'roots to grow and the wings to fly' onto the next part of their educational journey underpins our curriculum at Pinewood alongside reaching our daily aim of 'making learning irresistible'. Our key school values of honesty, self-belief, kindness, respect, curiosity, independence, resilience and responsibility are taught through all that we do. We ensure the education we offer meets the children's need by ensuring barriers to learning are addressed in our curriculum. We ensure our curriculum is knowledge and skills rich, that vocabulary and oracy skills are at the heart, that we promote independence and that we broaden experiences.

All children at all levels must fulfil their potential and this is fostered here at Pinewood through high expectations and high quality Learning and Teaching, which is at the heart of everything we do. Our curriculum is constantly reviewed and changed to ensure it meets the needs of all children, to inspire and excite learning and we believe consistently excellent teaching in the classroom is the main focus for raising attainment.

All members of staff and the governing body accept responsibility for ensuring the progress of all of our children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and we are determined to ensure that all of our children are given every chance to maximise their full potential.

Our intention is that all children, irrespective of background or the challenges they face should reach their potential. Our intention is that they make good and often accelerated progress if necessary during their time with us to achieve high attainment across all areas of the curriculum, especially in reading so that our children can access the year 3 curriculum as they move onto junior school and continue with their educational journey. 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 recognise that some of our pupil premium children face challenges, and we are determined to overcome these challenges unlocking the potential of all children. These challenges include lower levels of oracy and language, reduced exposure to literacy, social and emotional needs and lower aspirations. We know that many of our children do not have the same opportunities of their peers outside of school. Therefore, our key activities and spending reflect that as set out below, with the priority of ensuring that we provide children with the very best education through quality teaching, a knowledge rich and experiential curriculum and support for their social and emotional development.

We consider all challenges faced by vulnerable pupils. We know our families very well and offer a personalised approach in supporting the disadvantaged. We recognise that children who are not in receipt of PP can also suffer disadvantage in terms of their background and home circumstances and we support their needs in similar ways.

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.

We also know that disadvantaged pupils have been worst affected by the partial closures of schools and that the attainment gap has grown as a result of national lockdowns due to COVID 19. In addition to that, we have found that the emotional wellbeing of some of our children has suffered. Our strategy reflects the educational recovery needs of our children who receive pupil premium funding. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Pupil premium is a significant amount in the budget and we are committed to ensuring maximum effect.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance of pupil premium children, with a particular focus on persistent absence. Our attendance data indicates that there is an ongoing trend that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. This is also true for persistent absenteeism with greater proportions of our disadvantaged children having less than 90% attendance which again has been exacerbated since the pandemic. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2 Oral language & Communication	Assessments and observations of our children indicate underdeveloped oral language skills and vocabulary skills among many disadvantaged pupils. Communication skills are therefore less developed. This has been exacerbated further during the pandemic and lack of pre-school provision for our children. Our EYFS children at present particularly in F1 have very under developed language and this is more prevalent among our disadvantaged pupils than their peers.
3 Phonics, early reading and reading support at home	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This is exacerbated by limited home support with reading which affects the practising of decoding skills and fluency. Reading track monitoring shows disadvantaged children have less support with practising their reading at home. Internal and external reading assessments indicate that Reading attainment among disadvantaged pupils is well below that of non-disadvantaged pupils and has been in the years 2017, 2018 and 2019 and this has been further exacerbated with the pandemic.
4 Writing Attainment	Internal and external reading assessments indicate that Writing attainment among disadvantaged pupils is well below that of non-disadvantaged pupils and has been in the years 2017, 2018 and 2019 and this has been further exacerbated with the pandemic. The opportunity for handwriting practice and a focus on letter formations and presentation has been limited for some, due to the partial closure of school.
5 Maths	Internal and external Maths assessments indicate that attainment among disadvantaged pupils is well below that of non-disadvantaged pupils and has been in the years 2017, 2018 and 2019 and this has been further exacerbated with the pandemic where there have been gaps in mathematical knowledge, particularly for year 2 children.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to not socializ-

Well-being Social and emotional	ing during the pandemic, domestic home issues within the family home, over-crowding and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Affected children require a personalized approach to the emotional health and well-being with additional bespoke support and small group intervention.
7 Breadth of experience	Experiences of some pupil premium children outside of school is limited. This limits the opportunity to build cultural capital and build their knowledge of the world.
8 Multiple complex needs	Some of our disadvantaged pupils have multiple complex needs including SEND which acts as an additional challenge for their attainment

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
1. Improved attendance for disadvantaged pupils and a decrease in their persistent absenteeism	Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children. Any persistent absence is rapidly addressed. Persistent absenteeism is rapidly addressed and often has positive outcomes. Detailed records of measures school has taken are documented by our attendance lead. There is still much work to be done. Sadly however, 65% of our children who are classified as persistent absentees are disadvantaged children. Data for attendance has for many schools this year been a depressing picture and we are no exception. It is our disadvantaged children that have the worst school attendance 92% (a 3% decrease since last year compared to non pp at 95%)
2. 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 engagement in lessons, interactions and developments in speech and language groups and ongoing formative assessment. Younger children have a rapid progress in their vocabulary from starting points whilst older children demonstrate a growing vocabulary across the curriculum in their oracy. A higher proportion of disadvantaged children achieving the early learning goal in communication and language in the EYFS Listening and attention 69%PP and speaking Comprehension 69%PP Wellcomm 3 good progress 2 better than good progress 4 made age related as a result

	<p>Overall Wellcomm (mix of PP/NPP) 15 made good progress 6 made better than good progress 8 made age related expectations as a result</p>
<p>3. Improved Phonics attainment among disadvantaged pupils in Y1 and improved attainment in reading at NS and GDS for disadvantaged pupils at the end of year 2</p>	<p>A higher proportion of disadvantaged children achieving the early learning goal in reading in the EYFS 46%word reading writing 46% comprehension 69%</p> <p>Phonics outcomes in 2022 in Year 1 for disadvantaged pupils match non disadvantaged pupils and all pupils reach the expected standard</p> <p>Excellent phonics results for year 1 2022 where FSM and non-FSM children are identical in outcomes and are both above National at 92%</p> <p>Excellent phonics results for year 2 pp children 84% the 4 send children who did not pass have had a huge increase in the amounts of words from a phonics screening test of +12 and above since September</p> <p>There is a larger percentage of disadvantaged children achieving national standard and greater depth in year 2</p> <p>5% of pupil premium achieved GDS</p> <p>Autumn 2021 14/19 74% PP year 2 pupils passed the phonics screening test. All but 2 PP with additional SEND will pass June 2022 in year 2 meaning 90% of PP Y2 children will leave Pinewood having passed phonics screening</p>
<p>4. Improved Writing attainment among disadvantaged pupils in all year groups and improved attainment in reading at NS and GDS for disadvantaged pupils at the end of year 2</p>	<p>A higher proportion of disadvantaged children achieving the early learning goal in writing in the EYFS</p> <p>Gross motor 85%</p> <p>Fine motor 69%</p> <p>Writing 46%</p> <p>Disadvantaged children show improvements in handwriting and presentation and attitudes towards writing in KS1 Excellent progress see books</p> <p>There is a larger percentage of disadvantaged children achieving national standard and greater depth in year 2 in writing</p> <p>Very low this year at 26% although all of these children despite covid have made good progress from starting points with nearly two thirds of PP children making accelerated progress – see case studies and progress in writing</p> <p>More positively 16% of our year 2 children achieved GDS in writing</p>
<p>5. Improved Maths attainment among disadvantaged pupils in all year groups Y1 and improved attainment in Maths at NS and GDS for disadvantaged pupils at the end of year 2.</p>	<p>A higher proportion of disadvantaged children achieving the early learning goal in Maths in the EYFS Maths 54%</p>

	<p>Disadvantaged children show improvements in recall of number facts and fluency</p> <p>There is a larger percentage of disadvantaged children achieving national standard and greater depth in year 2 in Maths Maths 53%; 5% GDS however accelerated progress was made from starting points</p>
6. Well-being Social and emotional	<p>Improved attendance, children settling down to learning, greater reports of well-being from our families, Elsa targets met with teachers also reporting positive outcomes for children</p> <p>qualitative data from student voice, student and parent surveys and teacher observations</p> <p>Increased participation in enrichment activities, particularly among disadvantaged pupils</p> <p>EYFS data: Self-regulation 69% managing-self 85% building relationships 85%</p> <p>ELSA and a flexible all rounded approach has had a significant impact on attendance and hence attainment for some of our children e.g. one child was on 46% in Autumn due to anxiety and family issues which increased to 66% in a term.</p> <p>Elsa has been running in three ten week blocks of interventions. This has enabled 15 pupils to develop their emotional literacy. 11 out of 15 are PP and 2 out of 15 are LAC. Of all of these pupils 9 out of 15 no longer need ELSA support as they have met their targets and 2 will carry on working on developing their emotional support in September. Benefits that have been seen are:</p> <p>Children feel very supported by having 'special time' and being listened to</p> <p>They learn to talk about difficulties and develop coping strategies</p> <p>Children feel better about themselves and they manage better in school.</p> <p>All children had made progress against their ELSA targets and there has been a reduced number of behaviour incidents and issues around children managing their emotions.</p>
7. Breadth of experience	<p>Children benefit from a variety of experiences in school evidenced through floor books and school website. All children leave having accessed all activities on the Pinewood promise and are beginning to embrace and celebrate the diversity in modern Britain</p> <p>Theatre company, ballet dancer from Bourne, Puppet man, residential camping trip, castle visit. Residential turnout was lower than usual</p>

	<p>for both PP and Non – we think as children and parents have increased anxiety since covid. 50% of PP children camped.20% of children that attended reading camp were PP so we need to find even more ways to encourage the pp children's parents and carers to understand the importance of reading at home 42% of PP children have attended at least 1 and often 3 different after school clubs for enrichment. Others were targeted in the school lunch clubs</p>
8. Multiple complex needs	<p>As some of our disadvantaged children have a variety of complex special needs a multi-agency approach to support these children to impact on their attainment and ability to access mainstream provision safely and positively</p>

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: £ 33,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	3, 4, 5
Ensure with new staff across school that all phonics teaching is of an exceptional standard.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Add to the reading book diet that children receive through Little Wandle purchases and adapt our order of teaching phonics to match this order whilst continuing to deliver out high quality phonics approach	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF 4 months + progress	3
Early reading training, writing CPD and refocus on handwriting CPD	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	3, 4
Ensure new staff and existing staff embrace approaches to memory in school	7 months progress	3, 4, 5
To improve consistency in teaching number sense and outcomes for children in number, by taking part in the Maths Hub 'Mastering Number' programme Enhancement of our maths teaching and curriculum planning in	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5

line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).		
Ensuring enough time is given over to allow for staff professional development for academic subjects as well as social and emotional training	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	3, 4, 5, 6,8
Language Lead continues to develop a whole school approach based on sound principles of vocabulary acquisition and development	There is a strong evidence base including high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
All teachers/TAs in KS1 give frequent feedback to DPs in writing and maths Ensure teachers have release time to have conversations with pupils for feedback and next steps to help raise attainment	6 months + progress	4, 5
Improve staff understanding of issues around trauma and attachment through quality cpd and SEND training around emotional needs	SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6, 8

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

Budgeted cost: £27,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase Welcome programme and train staff to deliver small group language groups in EYFS following the welcome programme</p> <p>SALT (Speech and language therapy) individual sessions for targeted children</p>	<p>EEF Research +5 months (small group tuition) +1 month (teaching assistants) Oral lang interventions +5</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>1:1 Read Praise Prompt with targeted children for children to make accelerated progress in reading</p>	<p>EEF (Education Endowment Foundation) Research Small group tuition +4m Read comp+5m Phonics group +4m Oral lang interventions +5m 1:1 reading intervention +5m</p>	3
<p>Additional phonics intervention if needed in Y1 in spring term and differentiated sessions with TA.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Maths Intervention Breakfast club</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>+5 months</p>	5
<p>Engaging with the National Tutoring Programme (+ academic mentor) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3, 4, 5

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

Budgeted cost: £4,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
A clear, robust and graduated approach to improving attendance Working closely with our families formally and informally over issues of attendance and reading at home. Head Teacher and Deputy continue with informal communication routes and more formal ones as will the teachers through SeeSaw Continue to liaise with family service where needed	EEF- 'Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.'	1
Offer after school clubs- primarily with a physical activity focus and then a broader focus later in the Contribution towards Y2 residential, school trips and visitors in to school to broaden experiences	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF	7
Seesaw and dojo to frequently converse with parents. Parent involvement termly tracking and action. Parental workshops etc. are not working at engaging these parents so we are working more informal ways of engaging parents with learning e.g. chatting on the gate, posting on seesaw, reading awards	Parental engagement +4months	3, 6
Emotional coaching and literacy support TA to work with identified pupils to address barriers to learning arising from social / emotional difficulties through 1:1 sessions. (9 children)	EEF Research +4 months (social and emotional learning SEL)	6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Impact 2020-21

Our internal assessments during 2020/21 showed that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. As a result, although good progress was made by the children the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. This was due primarily to the disruption caused by Covid 19 and the problems associated with it. Attendance for PP children although higher than the national average was lower than non PP children.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our excellent remote learning package that was used by our LA as a 'good practice' presentation for other schools.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

But there were many positives in 2020-2021:

1. Due to the school pastoral offer children were able to manage strong emotions, be resilient to challenges & change.
2. Pupils had the opportunity to learn through remote teaching during the school closures. Providing technology access for All children meant there was no technological barrier to learning. The interaction through videos and live teaching was highly beneficial.
3. Communication between home and school was made a huge priority – no one slipped through the net- we were relentless with our drive to support families
4. Intervention data showed children to make good progress from starting points

September 2020- January 2021

- Our recovery curriculum on return to school was well planned and executed leading to positive returns to school
- Excellent blended learning and Contingency Plan in place Autumn 2020, Staff training on the 'Remote Learning Plan' and 'Recovery Curriculum' was delivered promptly, there was real clarity on our expectations of remote learning- real whole school consistency. Covid hit the school hard and only 2 Classes remained open. We ensured all children had access to laptops.
- Questionnaire to parents (37/94 responses) showed them to be extremely complimentary about our offer- We offered live registers, 1:1 reading remotely, ELSA work and frequently visited our families. Certain families received daily support from the TA to encourage engagement and catch up activities. We looked at our assessments and made certain objectives a priority in maths and writing. We targeted our intervention support to certain children and made targets for the year. Breakfast club interventions for reading.
- Extensive pastoral support to pupils and families throughout the pandemic supported mental health and well- being and engagement with learning. Despite disruption progress was good in the Autumn term overall but children working at ARE was extremely low with DP being most affected. Parent suggestions were taken on board from the questionnaire which supported our remote provision in March e.g. more paper based learning; more live teaching that can be responded to / feedback sessions; Different register time for siblings – no one slipped through the net as we ensured all children were catered for.
- We managed to prioritise CPD in school closures for teachers and teaching support staff through Teams, through the early excellence, through the national college and through our own in house

CPD. Watching videos on line of our teachers teaching their children supported our CPD as we learnt from each other. Phonics teaching was also prioritised. CPD was also given on supporting children with their working memory and improving children's memory.

- Transition support Children who joined school from different settings or who were beginning their schooling with Pinewood had an opportunity to become familiar and confident with the setting before they arrived. We opened in the summer holidays for 3 days for targeted PP children to support them and their families and for additional ELSA support.
- Intervention catch up and the tutoring programme was delivered to a high standard, rapid progress was made and pupils reached targets as evidenced in intervention tracking. This was the case in language interventions, reading interventions and maths.
- All pupils at Pinewood including all PP had access to a laptop or digital device during home learning in school closure periods and Covid isolations.
- Despite disruption progress was good or better for all children in the Autumn term overall but children working at ARE was extremely low with DP being most affected.

School Closure January 2021- March 2021

- Remote/Blended Learning - Excellent offer - adapted and tweaked our practice to meet the needs of individuals from live 1-1 lessons, PPTs talked over, You tube videos, feedback sessions, reading sessions, creative projects- online art exhibition
- We asked for parental feedback about 4/5 weeks in and the results were very positive and also led to some tweaks. Please see the remote learning newsletter on the website for more information. Our EYFS team ran a training event after school on good practice in the early years for remote learning – 7 people attended including an Education improvement Adviser. As a result of the above we were asked to present at a sharing good practice event for the East Midlands Education Support Service on the 16th March.
- Emotional health and well-being newsletters through SWAY; Weekly phone calls and drop ins offered; ELSA over the phone or on TEAMS; 3 tiered approach to the recovery plan (pastoral care, tailored curriculum, routine and expectations); Remote learning at Pinewood documents per year group show our offer; We have all sorts we can show you of examples of home learning, parental questionnaires, remote learning newsletters, LA presentations

Impact 2019- 2020:

- CPD - although school was shut to the majority of pupils from March 2020 we managed to conduct high quality CPD throughout the year. Subject co-ordinator training, in house English and Maths, recall and memory training were prioritised and staff were ready to begin to improve memory related strategies as show on the 2020-21 School Improvement Plan.
- Prior to lockdown in this academic year 15/21 71% of PP children in Y2 were meeting ARE in reading
- Elsa has been very positive even through lockdown as our ELSA lead has been working with children and families virtually. Each child has shown progress in their resilience and individual targets have re-entered school well. 15 PP children accessed emotional support. 3 children worked in Nurture. They were also supported in the Summer holidays with Wednesdays in school.

Impact statement 2019

Pupil Premium	Maths	Reading	Writing
Progress in F2	accelerated	accelerated	accelerated
Progress in Y1	2/16 13% accelerated progress 12/16 good progress or better 75%	4/16 25% accelerated progress 8/16 75% good or better progress	4/16 25% accelerated progress 8/16 75% good or better progress
Accelerated progress in Y2	3/15 20%	3/15 20%	2/15 13%
Good progress or better in Y2	14/15 93%	14/15 93%	14/15 93%
National Standard end of Y2	10/16 63%	9/16 56%	8/16 50%

GDS end of Y2	4/16 25%	4/16 25%	3/16 19%

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

Programme	Provider

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.