

# Pupil premium strategy statement 2024-25



This statement details our school's use of pupil premium (and recovery premium for the 2024-25 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: updated 04.11.24

Detail	Data
School name	Pinewood Infant School and Foundation Unit
Number of pupils in school	182 (157 excluding nursery)
Proportion (%) of pupil premium eligible pupils	58/182 32% (52/157 full time 33%) of all pupils
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	04.11.24
Date on which it will be reviewed	16 <sup>th</sup> December 2024 31 <sup>st</sup> March 2025 28 <sup>th</sup> July 2025
Statement authorised by	Rachel Otter
Pupil premium lead	Rachel Otter
Governor / Trustee lead	Rachel Makey

## Funding overview Pupil Premium Funding for April 2024-April 2025

Detail	Amount
Pupil premium funding allocation this academic year	46 @ £1,480 (£68,080) Additionally : CLA 2 @ £2570 (£5,140) 1 @ £340 (£340)
Recovery premium funding allocation this academic year	£3589

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,149

## 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 focus for raising attainment.

All members of staff and the governing body accept responsibility for ensuring the progress of all 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 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, lower aspirations and lower attendance than non-pupil premium children. 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 disadvantages 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 because 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	Although attendance is improving for our disadvantaged children year on year, attendance of our pupil premium children is over 3% lower than non-pupil premium. Additionally, our of 17 pupils classified as persistent absentees 203-24, 11 of them (65%) were pupil premium children.
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. LA speech therapy is very difficult to obtain and the service provided has decreased.
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 practicing of decoding skills and fluency. Reading track monitoring shows disadvantaged children have less support with practicing their reading at home. Internal and external reading assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. There is a gap between PP and Non-PP at NS and GDS levels.
4 Writing Attainment	Writing assessments and observations of children and indicate that writing attainment among disadvantaged pupils over time is below that of non-disadvantaged pupils. Children often have poor fine motor skills as they have

	had limited experiences of pen holding, cutting, threading etc. so we work on this from the outset. There is a gap between PP and Non-PP at NS and GDS levels.
5 Maths	Internal and external Maths assessments indicate that attainment among disadvantaged pupils is well below that of non-disadvantaged pupils and has been so over time. There is a gap between PP and Non-PP at NS and GDS levels.
6 Well-being Social and emotional	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to not socializing during the pandemic, domestic home issues within the family home, overcrowding and a lack of enrichment opportunities during their pre- school years as a result of the pandemic, family circumstances and extensive waiting lists for children to see pediatricians for their needs. Affected children require a personalized approach to emotional health and well-being with additional bespoke support and small group intervention.
7 Breadth of ex- perience	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. We also know that our disadvantaged children do not attend as many clubs as other children and do not get the chance to experience a variety of activities.
8 Multiple com- plex 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	Further narrowing of gap between the attendance of PP and NPP. Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children. Decrease in persistent absence of PP.
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

	<p>the curriculum in their oracy. A higher proportion of disadvantaged children achieving the early learning goal in communication and language in the EYFS. Children meet Welkom targets across school all making accelerated progress. Staff meet children's speech and language needs through the support from a private speech therapist.</p>
<p>3. Improved number of children entering KS1 on Yellow book band and meet the appropriate phonics reading level. Phonics attainment among disadvantaged pupils in Y1 is not below non-PP 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 2025 and entering Y1 at yellow phonics book level.</p> <p>Disadvantaged pupils to perform in line with national in the phonics screening test in year 1 showing a narrowing of the gap with NPP.</p> <p>Disadvantaged pupils to perform in line with national in reading in year 2 showing a narrowing of the gap with NPP whilst all making accelerated progress from starting points.</p>
<p>4. Improved Writing attainment among disadvantaged pupils in all year groups and improved attainment in writing 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 and continue with the percentages achieving ELG in fine and gross motor skills.</p> <p>Disadvantaged children continue to show improvements in handwriting and presentation and attitudes towards writing in KS1 with excellent progress in books to be seen.</p> <p>There is a larger percentage of disadvantaged children achieving national standard to match national averages and greater depth.</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.</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 meeting national averages and an increase of at least in greater depth in year 2 in Maths with all showing accelerated progress from starting points.</p>
<p>6. Well-being Social and emotional</p>	<p>Improved attendance, children settling down to learning, greater reports of well-being from our families, Elsa targets met</p>

	<p>with teachers also reporting positive outcomes for children. Children with the most significant emotional needs offered individually tailored support to ensure their emotional needs are met and learning maximized.</p> <p>Increased participation in enrichment activities, particularly among disadvantaged pupils that support well-being.</p> <p>To continue with the excellent EYFS results in building relationships and managing self.</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>All children had made progress against their ELSA targets and continued low level 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. Children partake in a range of experiences including trips, visitors, theatre company, and music experiences. Over 80% of PP children attend year 2 residential. To have a higher percentage of PP children Targeted children to attend Rock Steady/Rockley music groups to raise aspiration.</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: £ 44,000

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 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. Continue to ensure Little Wandle is embedded and partake in continuing CPD with the scheme	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Add to the reading book diet that children receive through further 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> 4 months + progress	3
Early reading training, model reading by English lead/head teacher, key word and writing cpd. Comprehension	'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 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	7 months progress	3, 4, 5



memory in school and embed retrieval practices cross school e.g. Leitner		
To improve consistency in teaching number sense and fluency and outcomes for children in number, by further Maths CPD.	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	5
Ensuring enough time is given over to allow for staff professional development for academic subjects in all 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 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. Language lead attend and engage with the Oracy programme with the English Hub over an extended period	There is a strong evidence base including high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	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
SENDCo continues to support staff to support children suffering from trauma and attachment. Engage in the well-being programme and the MHST with the NHS.	SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	6, 8

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time to undertake Wellcomm interventions and employ a private SALT to attend half termly to support our practice. SALT (Speech and language therapy) individual sessions for targeted children	<b>EEF Research</b> +5 months (small group tuition) +1 month (teaching assistants) Oral lang interventions +5  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: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
1:1 and small group additional reading sessions with targeted children for children to make accelerated progress in reading	<b>EEF (Education Endowment Foundation) Research</b> Small group tuition +4m Read comp+5m Phonics group +4m Oral lang interventions +5m 1:1 reading intervention +5m	3
Additional phonics interventions – keep up and catch up	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Maths Intervention - Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations in Year 2	<b>+5 months</b>	5

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

Budgeted cost: £4,000

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	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

attendance and reading at home. Increased interaction from head teacher with parents to ensure excellent home attendance.		
Continue to offer an extensive range of extra-curricular clubs Including cooking, drama, book club, science club, art club, eco club, music club and choir. Contribution towards Y2 residential, school trips and visitors into school to broaden experiences. Music Tuition	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.	7
Parental engagement via dojo. Parent involvement termly tracking and action including reading at home and attendance at assembly ,reading celebrations etc. SLT on the school gates morning and afternoon to develop relationships and engage with parents.	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	EEF Research +4 months (social and emotional learning SEL)	6

**Total budgeted cost: £78,000**

## 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 2023-24**

1. Improved attendance for disadvantaged pupils and a decrease in their persistent absenteeism

Whole School	% Attendance	
	Summer 2023	Summer 2024
Boys	94.1%	94.7%
Girls	95%	95.7%
PP Girls	93.9%	93.8%
PP Boys	91.6%	93%
PP	93%	93.5%
Non PP	95.6%	96.6%
SEN	92.6%	93.8%
Non SEN	95%	95.9%
EHCP	90.3%	87.2%
EAL	96.3%	97.1%

Our PP attendance data 2024 has increased year on year and in 2024 it was an increase of 0.5% on the previous year. Pupil premium girls' attendance was broadly in line with the year before but the boys have increased by 1.4% in one year. In 2021-22 18 PP children were classified as persistent absentees. In 2022-23 this dropped to 8 PP children and increased slightly to 11 in 2023-24 where PP children made up for 65% of our persistent absentees. As a result, this is still an important target for us as a school.

#### **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. Children meet Wellcomm targets across school all making accelerated progress. Staff meet children's speech and language needs through the support from a private speech therapist and feel more empowered to meet the children's needs with the lack of availability for speech therapists from the LA.

A higher proportion of disadvantaged children achieving the early learning goal in communication and language (speaking) in the EYFS 74% but this is still below the LA average.

#### **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**

Phonics: As has been the trend for the past few years, PP children have not performed as highly in phonics screening as non pp this year – 65% compared to 77% : of the 5 PP children who did not pass that are still at Pinewood, 3 are predicted to be able to pass by the end of year 2. 2 are predicted to make good progress but their additional SEND needs will make it difficult to pass the test

Reading Year 2: There was a decrease in 2023-254 of the numbers of PP children that met national expectations in reading at both NS and GDS levels even with high quality teaching and intervention compared to the years previous. The 5/7 PP children that did not meet national expectations have additional SEND need and are assessed and making progress on progression steps. The other 2 are making excellent progress so should be ARE by the end of year 6.

**4. Improved Writing attainment among disadvantaged pupils in all year groups and improved attainment in writing at NS and GDS for disadvantaged pupils at the end of year 2**

50% of our pupil premium children met age related in writing. 2/8 have SEND needs that inhibit their success but who are making progress with progression steps. The remaining 6 made good progress from starting points but did not achieve all the writing ITAFs so were awarded WTS. Non-PP are significantly outperforming PP in writing 85% / 50%

**5. Improved Maths attainment among disadvantaged pupils in all year groupsY1 and improved attainment in Maths at NS and GDS for disadvantaged pupils at the end of year 2.**

56% of our pupil premium children met age related in writing. 3/7 have SEND needs that inhibit their success but who are making progress with progression steps. The remaining children made good progress from starting points but did not achieve all the Mathematics ITAFs so were awarded WTS. Non-PP are significantly outperforming PP in Mathematics 88% / 56%

**6. Well-being Social and emotional**

The outcome of the work we do for this has resulted in improved attendance, children settle down to learning well and we have received greater reports of well-being from our families. Emotional skills targets are met and information from student voice, parent surveys and informal observations show that the work we do has a great impact on our children. There has been a significant increase in participation in enrichment activities among disadvantaged pupils due to the breadth of activity we offer and how we have targeted children towards clubs. All PP children attended an extra-curricular club. EYFS results in building relationships and managing self are high.

**7. Breadth of experience**

Children benefit from a variety of experiences in school evidenced through floor books and school website. Children partake in a range of experiences including trips, visitors, theatre company, and music experiences.

100% PP Children attended an extra-curricular club, 8 PP children attend rock steady / piano, over 80% of PP children attended the Y2 residential. Some PP children were targeted to attend Rock Steady music groups to raise aspiration – it was wonderful that all their parents came to watch their bands perform at the end of the year.

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
Music Tuition	Rock Steady