



Pinner Park Primary School
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Pupil premium strategy statement

School overview

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| Pupils in school | 864 |
| Proportion of disadvantaged pupils | 11% |
| Pupil premium allocation this academic year | £ 122,635 |
| Academic year or years covered by statement | 2021-2024 |
| Publish date | December 2021 |
| Review date | July 2022 |
| Statement authorised by | Nick Waldron, Headteacher |
| Pupil premium lead | Nick Waldron, Headteacher |
| Governor lead | Priya Mehta |

Funding Overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £122,635 |
| Recovery premium funding allocation this academic year | £12,905 |
| 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 | £135,540 |

Part A: Pupil premium strategy plan

Statement of intent

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.

We recognise that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment for disadvantaged pupils (and all pupils). Ensuring every teacher is supported in delivering high-quality teaching is at the heart of our strategy and is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

It is essential that all pupils have high attendance, come to school on time and are punctual to lessons.

The school's wider approach to education recovery (for example through the National Tutoring Programme) provides further opportunities for pupils whose education has been worst affected.

Our approaches to securing high quality first teaching will be rooted in strong external evidence.

Pupil premium pupils are not all alike and as a school we ensure that we don't categorise pupils by labelling them as disadvantaged, but treating every child as an individual who has the potential to succeed and attain well.

Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Impact of Covid-19 and loss of direct teaching has had a significant impact on academic attainment of pupils across the school. 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. This has resulted in pupils falling further behind age-related expectations. |
| 2 | 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. |
| 3 | Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils at the end of each key stage. There is also an attainment gap for those students attaining the higher levels. |

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| 4 | <p>We have identified social and emotional issues for many pupils, exacerbated by Covid-19 (for example, the lack of enrichment opportunities during school closure). These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic and the pressure on school-based support services such as counselling and mentoring has increased.</p> |
| 5 | <p>Our attendance data indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.</p> <p>Additionally, the proportion of disadvantaged pupils who have been ‘persistently absent’ is higher than non-disadvantaged pupils. Absenteeism is negatively impacting disadvantaged pupils’ progress.</p> |

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 |
|--|--|
| <p>Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils, at the expected level and at the higher standard.</p> | <p>KS2 outcomes in 2024/25 clearly demonstrates a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p> <p>KS2 outcomes in 2024/25 show an increase in disadvantaged pupils achieving EXS+ and GDS/Higher level.</p> |
| <p>Increase the percentage of disadvantaged pupils achieving the expected level on the Phonic Screening Check.</p> | <p>Phonics screening check outcomes in 2024/25 show an improvement for all pupils and a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 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 participation in enrichment activities, particularly among disadvantaged pupils |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <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 4% and the gap between disadvantaged and non-disadvantaged pupils has narrowed • the percentage of all pupils who are persistently absent is below the national average and the gap between disadvantaged and non-disadvantaged pupils has narrowed |

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: **£17,750**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will purchase 'Little Wandle Letters and Sounds Revised' and associated resources to support its introduction.</p> <p>Budgeted Cost:</p> <p>Little Wandle Annual Membership £1,250</p> <p>Books and classroom resources: £5,000</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2, 4</p> |
| <p>High quality training for all teaching staff (teachers and TAs) to support the delivery of new programmes and high quality first teaching.</p> <p>To include purchase of 'The National College' and additional funds for phonics and mathematics training.</p> <p>National College: £1,500</p> <p>Training of Teachers and TAs: £3,000</p> | <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>EEF Effective Professional Development</p> | <p>1, 2, 4</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p> | <p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> | <p>1, 4</p> |

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| <p>Introduction of 'Mastering Number' across Reception, Year 1 and Year 2.</p> <p>We will fund class level resources to support the development of maths mastery (manipulatives, workbooks etc)</p> <p>Training: £2,000</p> <p>Resources: £5,000</p> | <p>Improving Mathematics in Key Stages 2 and 3</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£61,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>We will use Little Wandle Keep Up resources, NELI and other evidence based programmes to support phonics teaching.</p> <p>We will fund additional staff to teach the sessions (eg. an additional, trained, TA to deliver NELI across Reception)</p> <p>Budgeted Cost: £28,000</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2</p> |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2</p> |

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| significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £15,000 | And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | |
| Specialist TA to provide a blend of one-to-one and small group tuition to support maths, reading and writing. £18,000 | As above | 1, 2 |

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

Budgeted cost: **£55,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. £1,000 | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |
| Funding two Learning Mentors and a counsellor to support attendance, mental well-being and family support for disadvantaged pupils. Subsidy of overall cost. Budgeted cost: £30,000 | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 4, 5 |
| Contingency fund for acute issues. £2,000 | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond | All |

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| | quickly to needs that have not yet been identified. | |
| Subsidised access to extra-curricular, enrichment activities and wraparound care. £8,000 | EEF believes that enriching education has intrinsic benefits (for example, “arts for arts’ sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. | 4, 5 |
| Voucher to support the purchase of uniform for disadvantaged pupils. £4,000 | Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools should consider what provision can be made to cover the costs of uniform for disadvantaged pupils. | 4, 5 |
| ELSA TAs to work with identified pupils on specific needs £10,000 | Social and emotional interventions have an identifiable and value impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment. | 4, 5 |

Total budgeted cost: £133,750

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. We do not have any national data in 2020 to make any clear comparison with our attainment, but we have compared our attainment against FFT and NCER data for 2021. This data shows that, in most key stages and subjects, our disadvantaged pupils performed better than the national average and our gaps between disadvantaged and non-disadvantaged were narrower. In EYFS, disadvantaged pupils had strong attainment due to a high level of targeted intervention, which is why one-to-one and small group intervention has a high priority on our current plan.

Covid-19 had a considerable impact on the academic year, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, and live teaching through Microsoft Teams. We focussed on those areas which were the crucial building blocks, such as phonics, and we also worked very closely with parents of children who we considered to be vulnerable.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. Disadvantaged pupils had higher absence and higher rates of persistent absence than non-disadvantaged pupils, which is why attendance is a focus of our current plan.