



Pinchmill Primary School Pupil Premium Strategy Statement 2024-27 (Year 1 2024- 2025)

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	Pinchmill Primary School
Number of pupils in school	79 (Including Pre-school)
Proportion (%) of pupil premium eligible pupils	8% increased to 14% by Dec 2024
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Victoria Bailey Head Teacher
Pupil premium lead	Victoria Bailey Head Teacher
Governor / Trustee lead	Paul Harris (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
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	£13,320



Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or are 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.

During their time at Pinchmill Primary School we want every child's experience to excite, engage and inspire and as a result to achieve in all they do. We want all our pupils to strive to meet our values of:

- Respect
- Responsibility
- Ready

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

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
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 and writers.



3	Internal and external (where available) assessments indicate that Math attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that wellbeing and confidence of some our disadvantaged pupils is greater than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.</p> <p>Teacher referrals for support have markedly increased 9 pupils of whom are disadvantaged currently require additional support with social and emotional needs this is 45% of disadvantaged pupils receiving support compared to 55% of non-disadvantaged.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and writing attainment among disadvantaged pupils.	<p>Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points.</p> <p>Reading and writing outcomes in 2026/27 show that disadvantaged pupils will have made accelerated progress from their starting points.</p>
Improved maths attainment for disadvantaged pupils.	Maths outcomes in 2026/27 show that disadvantaged pupils will have made accelerated progress from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents for these pupils • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils



Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5600.00

Activity	Evidence that supports this approach	Challenge number addressed
<p>Staff CPD on high quality feedback and metacognition. Staff release and training costs.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Rosenshine’s Principles In Action. Tom Sherrington</p> <p>Cognitive Load Theory explored through modelling in the practical classroom. 2019</p>	<p>1, 2, 3</p>
<p>Purchase of Clicker software & corresponding Staff CPD. £3220.00</p> <p>Staff CPD on Purple Mash to support not only ICT programme but the full curriculum and parent home learning</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?utm_source=/education-evidence/teaching-learning-toolkit/individualised-instruction&utm_medium=search&utm_campaign=site_search&search_term=individualised</p> <p>EEF suggests that there is evidence that digital technology can be used effectively to provide individualised instruction and small group tuition.</p>	<p>1,2,3,4,5</p>
<p>Attachment Lead Training to support social and emotional well-being of children £1175.00</p>	<p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning?utm_source=/news/prioritise-social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social%20emotional</p> <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>“Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. “ (EEF Pupil Premium Guidance Report September 2024)</p>	<p>4,5</p>
<p>Boxhall training ‘Theory and practice of the Boxhall profile.’ (£225.00)</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-</p>	<p>4, 5</p>



	premium/guide to the pupil premium - 2024.pdf?v=1727884053	
<p>Following the guidance from Literacy trust phonics audit. Purchase of further resources to support a DfE validated Systematic Synthetic Phonics programme (Sounds Write) to secure stronger phonics teaching to close the gaps in phonics for disadvantaged pupils. (Particular focus KS2)</p> <p>Sounds Write training (two adults £980.00)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.</p>	1,2
<p>Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3
<p>EYFS staff are trained to deliver Lift off to language. FREE</p>	<p>Oral language interventions EEF</p> <p>Early intervention to close the gaps in oracy .</p>	1
<p>Development of an intentional language curriculum across the whole school for each subject.</p>	<p>Oral language interventions EEF</p> <p>To close gaps by ensuring all children have access to key vocabulary in each year group from pre-school (2 years) until Year 6.</p> <p>Put in measures to assess the pupils knowledge retention of key vocabulary and where necessary put in support to close gaps.</p>	1

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

Budgeted cost: £6794.1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund Dyslexia assessment for KS2 pupil to enable	<p>“An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.” (EEF Pupil Premium Guidance Report Sept 2024)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-</p>	1,2,3,4,5



<p>interventions to be specific £440.00</p>	<p>premium/guide to the pupil premium - 2024.pdf?v=1727884053</p> <p>EEF guide on pupil premium identifies the first step of successful support for pupil premium children is to diagnose your pupil's needs</p>	
<p>Purchase Boxall Profile Assessment to accurately identify, support and track progress of children with SEMH. £329.00</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - 2024.pdf?v=1727884053</p> <p>EEF guide on pupil premium identifies the first step of successful support for pupil premium children is to diagnose your pupil's needs.</p>	<p>4,5</p>
<p>Development of the Nurture Room to support those pupils with SEMH needs £500.00</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour%20interventions</p>	<p>4,5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Purchase of phonics reading books (particularly in KS2 that are age relevant but meet phonics needs) to close the gaps for disadvantaged children.</p> <p>Release time to monitor and train staff in delivery of phonics and track phonics data to identify pupils for additional support.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 4</p>
<p>Purchase of standardised diagnostic assessments PIRA (Hodder Assessment), to track pupil progress in both reading and reading comprehension skills and progress. £103.50</p> <p>Purchase core readers to develop reading comprehension. Support whole class reading and enable disadvantaged pupils to experience not only high first quality teaching of reading but</p>	<p>Standardised diagnostic assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=whole%20class%20reading</p>	<p>1, 2, 3</p>



<p>also develop a love of reading via high quality texts. £500.00</p> <p>Nessy to support spelling £169.00</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. (White Rose) £208.49</p> <p>Play brick therapy resources to support collaboration and social skills .£37.31</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1736615651</p> <p>https://www.leedsandyorkpft.nhs.uk/news/articles/new-study-published-on-play-brick-therapy/</p>	<p>1,2,3,4,5</p>
<p>1 to 1 nurture support delivered by a trained Attachment Lead support children's social, emotional and mental well-being, enabling pupils to remain longer within class £4506.80</p>	<p>Nurture-Groups-Booklet-Dec-2019.pdf</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £3296.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf</p>	<p>5</p>
<p>Real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum</p>	<p>It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work.</p>	<p>1,2,3,4, 5</p>
<p>Disadvantaged children to have funded trips and visit places, including residential trips. Trips £482</p>	<p>https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-</p>	<p>4,5</p>



<p>Clubs £516 Holiday clubs £180.00 Before and after school £529.00 Kia's hours 16. hours 40 £1480.0</p>	<p>are-missing-out-on-life-changing-residential-experiences/ EEF -Improving School behaviour Guidance Report Improving Behaviour in Schools.</p>	
<p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP children to online learning platforms e.g. Rockstars £109.00</p>	<p>Use of digital interventions to individualise learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?utm_source=/education-evidence/teaching-learning-toolkit/individualised-instruction&utm_medium=search&utm_campaign=site_search&search_term=individualised</p>	<p>3,4,5</p>

Total Budget: £15690.10



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.

Intended outcome	Outcome																																																																												
To ensure that all pupils engage with the full curriculum, including extra-curricular activities enabling them to develop a range of skills in a low stakes and fun environment.	<ul style="list-style-type: none"> A significant increase in participation in enrichment activities, particularly among disadvantaged pupils 2023-24 30% of PP children had accessed extra-curricular activities. 																																																																												
To support academic progress across the curriculum, with particular focus on developing foundation subject vocabulary, cross curricular links and knowledge retention from a curricular that offer opportunities to review and revisit previous learning.	<ul style="list-style-type: none"> Through the introduction of a knowledge based curriculum (PKC) in unit assessments, pupil voice, learning walks and lessons observations show an increased understanding of and use of subject related vocabulary and knowledge. 																																																																												
Character and SMSC development is below average	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a reduction in behaviour incidents for some of these pupils 																																																																												
Low reading, writing and maths attainment is hindering progress across the whole curriculum. To improve attainment in reading and writing for all pupil premium children.	<p>Reading writing and Maths outcomes in 2023/24 show that disadvantaged pupils have made progress from their starting points.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>SS</th> <th>PP</th> <th>SS</th> <th>PP</th> <th>SS</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 1 (7) PP 12.5% 1 child also SEND</td> <td>5.5</td> <td>2</td> <td>5.5</td> <td>2</td> <td>5</td> <td>3</td> </tr> <tr> <td>Year 2 (16) PP 6.25% = 1 child</td> <td>4.4</td> <td>4</td> <td>4.9</td> <td>6</td> <td>5.5</td> <td>3</td> </tr> <tr> <td>Year 3 (11) PP 18% = 2 children</td> <td>4.5</td> <td>3</td> <td>3</td> <td>3</td> <td>3.8</td> <td>2.5</td> </tr> <tr> <td>Year 4 (15) PP 13.3% = 2 children</td> <td>3</td> <td>4.3</td> <td>2.9</td> <td>4.6</td> <td>3.3</td> <td>4.3</td> </tr> <tr> <td>Year 5 (7) PP 12.5% 1 child also SEND</td> <td>1.3</td> <td>2</td> <td>1.5</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Year 6 (3) 2 dis-applied PP 0%</td> <td>2</td> <td>N/A</td> <td>3.3</td> <td>N/A</td> <td>2</td> <td>N/A</td> </tr> <tr> <td></td> <td colspan="3">Non PP children</td> <td colspan="3">PP children</td> </tr> <tr> <td>Reception (12) PP 0%</td> <td colspan="3">GLD 58% Achieved all goals 58% Meeting milestones</td> <td colspan="3">GLD N/A Achieved all goals N/A Meeting milestone N/A</td> </tr> <tr> <td>Pre-School PP = 1 child</td> <td colspan="3"></td> <td colspan="3"></td> </tr> </tbody> </table>		Reading		Writing		Maths		SS	PP	SS	PP	SS	PP	Year 1 (7) PP 12.5% 1 child also SEND	5.5	2	5.5	2	5	3	Year 2 (16) PP 6.25% = 1 child	4.4	4	4.9	6	5.5	3	Year 3 (11) PP 18% = 2 children	4.5	3	3	3	3.8	2.5	Year 4 (15) PP 13.3% = 2 children	3	4.3	2.9	4.6	3.3	4.3	Year 5 (7) PP 12.5% 1 child also SEND	1.3	2	1.5	0	1	1	Year 6 (3) 2 dis-applied PP 0%	2	N/A	3.3	N/A	2	N/A		Non PP children			PP children			Reception (12) PP 0%	GLD 58% Achieved all goals 58% Meeting milestones			GLD N/A Achieved all goals N/A Meeting milestone N/A			Pre-School PP = 1 child						
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Aspiration to achieve and be well prepared for the next stage of education, training, employment and adult lives is low.

Pupil Premium children involved in sessions with external visitors: chef, scientists, artist, musician, author, engineer, to develop their future aspiration and understanding of the opportunities that are available to them. Pupil voice demonstrates that pupil premium pupils are able to talk to about their future aspirations and understand that they need to achieve at school to give them choices.



Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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.

We used the [EEF's implementation guidance](#) and the EEF's Pupil Premium Guidance document (2024) 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.