

## 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.

### School overview

Detail	Data
School name	Pinner Wood School
Number of pupils in school	670
Proportion (%) of pupil premium eligible pupils	10.4% (70)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021-2024</b> Year 3 of 3 years
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Marriott Ophelie Barbet
Pupil premium lead	Jo Bretayne
Governor / Trustee lead	Fahim Chowdhury

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 131,175
Recovery premium funding allocation this academic year	£
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	£131,175

# Part A: Pupil premium strategy plan

## Statement of intent

### **What are our ultimate objectives for our disadvantaged pupils?**

Pinner Wood's vision is to be an exceptional school. We strive to be at the heart of our community, delivering a high-quality, broad, balanced and exciting curriculum for all our children. We are committed to providing an all-round education and inspiring all our children to 'dream big'. We pledge to provide every child with a wealth of opportunities and unforgettable experiences throughout their journey with us to inspire and challenge. Everyone at Pinner Wood embraces individualism and diversity, celebrates differences and shows respect, kindness, care and compassion for all. We want all children at Pinner Wood to grow in confidence, develop lifelong transferable skills and values that will underpin a happy and fulfilling life.

This vision is delivered through our six values:

- Choose Kind
- Step Up
- Strength Through Positivity
- Heart of the Community
- Enjoy Learning
- Dream Big

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that disadvantaged pupils achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children's academic progress against other pupil

Monitoring of pupil progress and the impact of expenditure takes place every term. Needs are reviewed and next steps identified in parent, teacher and support staff meetings and based on children's needs so that we can 'prepare our children for a happy future'.

At Pinner Wood, the Pupil Premium is used to provide a range of additional support for our children. The funding is not spent on one particular item, but is used as part of our budget and used to support a number of areas in school, in line with our vision for a broad, rich and exciting curriculum for every child, regardless of background.

These interventions, along with quality first teaching, have had a positive impact on children's progress, attainment, attitudes to learning and self-belief. In October 2018, Pinner Wood became one of the London Mayor's 'Schools for Success' for excellent outcomes for all children, regardless of starting point.

## Challenges

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

Challenge number	Detail of challenge
1	The school needs to focus on targeting a higher proportion of pupil premium pupils reaching the higher standard at the end Key Stage 1 and Key Stage 2 and then to maintain the excellent results in the EYFS
2	There are an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning.
3	The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has noticed an increase in the number of children presenting with mental health needs. 25% of pupils receiving the Pupil Premium are on the SEN Register which is much higher than non PP having SEN, which is less than 10% of our school population.
4	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
5	Pupils having limited and non-equitable access to educational and other experiences such as trips, music lessons and school journeys as well as concerts, art galleries, museums, theatre
6	Pupils start Nursery or Reception with low language levels and/or are not prepared for school, for example not toilet trained
7	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, and spellings and having correct equipment in school such as a PE kit.
8	Limited parental engagement and low aspirations about what can be achieved and how to be successful; and limited access to positive role-models.
9.	Language delay, limited language/poor expressive and receptive language and low confidence in speaking and listening.

## 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. A higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of key stages 1 and 2.	<ul style="list-style-type: none"> <li>• Internal and external data will evidence this</li> </ul>
2. A higher proportion of Pupil Premium pupils make accelerated rate of progress and diminish differences.	<ul style="list-style-type: none"> <li>• Analysis and consideration of data will evidence this</li> </ul>
3. Gaps are identified and targeted interventions planned to address gaps.	<ul style="list-style-type: none"> <li>• Provision and Progress meetings will be held termly so that this can be discussed and addressed.</li> </ul>
4. Children with speech and language difficulties are identified early and support is put in place to address areas of need	<ul style="list-style-type: none"> <li>• Children receiving SALT will make good progress in their SALT targets and their learning in school.</li> <li>• Bespoke plans and assessments will show needs are being met and progress made.</li> </ul>
5. Pupils who have difficulties with social skills and relationships will develop confidence in their interactions.	<ul style="list-style-type: none"> <li>• Planned interventions and strategies to address these needs will be put in place</li> <li>• EP drop in sessions held for staff, increasing knowledge and confidence</li> </ul>
6. Pupils' can access learning because their basic needs are met to ensure they are ready physically, mentally and emotionally to learn.	<ul style="list-style-type: none"> <li>• Pupils will be happy, safe and ready to learn.</li> <li>• EP drop in sessions held for staff to develop staff expertise and knowledge</li> </ul>
7. Parents will feel confident in supporting their children with homework. They will feel able to support their children at home manage anxieties or address other parenting issues	<ul style="list-style-type: none"> <li>• Parents will know who they can talk to at school and how they can access support</li> <li>• Workshops will be arranged to support learning at home, teaching and learning in different curriculum areas and parenting skills</li> <li>• Parent and child clubs such as homework and cooking where families can learn together</li> </ul>
8. Pupils will be provided with opportunities to take part in a range of social/cultural and sporting activities to enable them to have new/wider experiences	<ul style="list-style-type: none"> <li>• New experiences will be offered to children e.g. theatre visits, concerts, trips</li> <li>• Families supported so that children can attend extra-curricular clubs</li> <li>• Assistance with trips offered to some families</li> <li>• Assistance with music lessons offered to some families</li> </ul>

	<ul style="list-style-type: none"> <li>• School to ensure a wide range of activities, experiences and trips is available from N-6</li> </ul>
<p>9. To maintain the positive behaviours on the playground. More opportunities for pupils to be involved in sport and inter-school sports. Targeted support will have a positive impact on self-esteem, participation levels and attendance.</p>	<ul style="list-style-type: none"> <li>• Sports/Play leader at lunchtimes will lead games and play</li> <li>• Pastoral Lead to work with lunch staff each day</li> <li>• Well-being/pastoral lead support</li> <li>• Funding for clubs and sports kit</li> <li>• Opal playgrounds launch</li> </ul>
<p>10. Oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</p>	<ul style="list-style-type: none"> <li>• Working with Voice 21 at whole school level</li> <li>• Embedding Oracy into the curriculum and wider curriculum (assemblies, interventions)</li> <li>• Oracy assemblies years 1-6</li> </ul>
<p><b>Summary- Improved outcomes for all pupils.</b></p>	<ul style="list-style-type: none"> <li>• Data, discussion and observation will evidence this</li> </ul>

## 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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Educational Psychologist drop in sessions to support individual teachers with children's additional needs</i></p> <p><i>Educational Psychologist whole school inset and training sessions</i></p> <p><i>Oracy assemblies- Lead training</i></p> <p><i>Opal Playgrounds</i></p>	<p>EEF states that interventions like these have an “identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)”. The EEF also found that improvements appear more likely when “approaches are embedded into routine educational practices and supported by professional development and training for staff”.</p> <p>EEF research- ‘Improving children’s learning by improving the quality of classroom talk’ 2017</p> <p>Supporting School Improvement through Play</p> <p>An Evaluation of the Outdoor Play and Learning Programme (OPAL)</p>	<p>1,2,3,4,5,6,7,9</p>

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

Budgeted cost: £ 60,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT and AHTs teaching interventions	EEF Teaching and Learning Toolkit- Tutor- high impact	1,2,3
Tutor- 1-1 and group tuition in Year 6	EEF Teaching and Learning Toolkit- Tutor- high impact	1,2,3
Interventions in place for all year groups to address gaps, taught by TAS.	EEF Teaching and Learning Toolkit- Moderate impact Pinner Wood data showing accelerated progress (historical)	1,2,3
AHT teaching RWI and catch up RWI	EEF Teaching and Learning Toolkit- Phonics- high impact	1,2,3
AHT teaching maths Year 6	EEF Teaching and Learning Toolkit- Individualise instruction- moderate impact	1,2,3
DHT teaching English group	EEF Teaching and Learning Toolkit- Individualise instruction- moderate impact Historical SATS results show high impact	1,2,3

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

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time /Pastoral Lead : to monitor and support pupils and families dealing with difficult issues including behaviour, attendance, punctuality, attitudes to learning and school	Our experience of Covid 19 proved to us that this role is vital to the wellbeing of pupils and families- we had very positive feedback from surveys and emails as well as family forums and discussion groups. <b>EEF Teaching and Learning Toolkit-</b> Social and Emotional learning- moderate impact	6,5
Breakfast Club and ASC club for some targeted children- individual/family support	<b>EEF Teaching and Learning Toolkit-</b> Social and Emotional learning- moderate impact	6,5
Play Therapist (1 day per week)- targeted pupils	<b>EEF Teaching and Learning Toolkit-</b> Social and Emotional learning- moderate impact	5,6,7
Financial support for trips, music lessons, extra-curricular clubs	Children have equitable access to learning- equality and inclusion There is much evidence to support the many benefits of learning an instrument, participation in creative activities and 'widening the world' for children.	8,
Parenting class, Workshops at school Homelearning Support (Pastoral Lead) <b>Homework club (HT,DHT, Yr 6)</b> <b>Mental Health practitioner meetings and workshops</b>	Parental engagement- <b>EEF Teaching and Learning Toolkit-</b> Homework- high impact	7,6,5



<p>Forest school for reception and Nursery, and half termly outdoor learning for years 1-6 as a targeted wellbeing, metacognition and self-regulation in children 2 days of trained leader- NNEB in Reception</p>	<p>The Forest School website quotes a research paper (2019) showed that <i>children's academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn't participate, whole school and national data. The study showed, in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment.</i></p>	<p>8</p>
<p>Forest Learning whole school years 1-6</p>		
<p>Lunch Club- A safe space that children who need it can go to at lunchtime and be quiet and off the playground. Pastoral lead and staff</p>	<p><b>EEF Teaching and Learning Toolkit-</b> Social and Emotional learning-</p>	<p>5,6,9</p>

**Total budgeted cost: £ 101,850**

## 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 2022 to 2023 academic year.

Year group	Non Pupil Premium attainment	Pupil Premium attainment	Commentary
EYFS (8 PP pupils)	Reading 77% Writing 74% Maths 80%	Reading 38% Writing 38% Maths 50%	4 children working just below- 100% made good progress
Yr 1 Phonics Check (8 pupils)  Yr 2 retake (2)	84%	88%-	7 out of the 8 PP children passed, the child who did not is new to the English language  1 passed, the other child has SEND (EHCP)
Yr 2 SATS (8)	Reading- 79% (21%) Writing 58% (11%) Maths 77% (20 %) (Greater depth %)	Reading 50% (0%) Writing 50% (0%) Maths 50% (0%)	1 child has SEND (EHCP)

Yr 4 Times Tables Test (15)	Expected score: 38%  Above expected: 40%	Expected score: 47%  Above expected: 13%	9/15 passed  Of the 6 children that scored below, 3 have SEND and one an EHCP
Year 6 SATS (22)	Reading- 83%(43%)  Writing 79% (16 %)  Maths 85% (44 %)  Combined score: 73%  (Greater depth %)	Reading 73% (14%)  Writing 64% (0 %)  Maths 69% (14%)  Combined score: 72%	5 children who did not pass have SEND, 1 EHCP

## Evidence and Impact:

### Wellbeing:

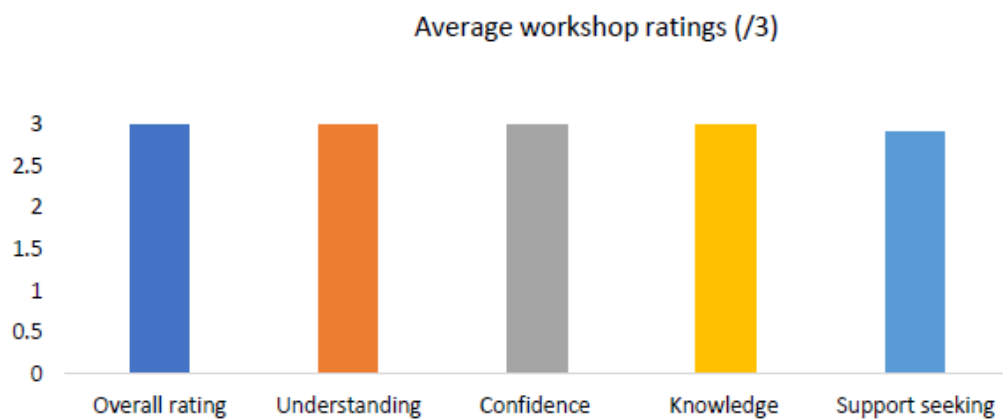
Our Pastoral Lead support focuses on children who have barriers to their learning, and may need help with emotional regulation, resilience building and self-concept.

Approximately 50 children/families have been supported by Lisa, our pastoral Lead, and/or signposted to other agencies. Lisa works closely with Early Help and also with the Harrow Mental Health Support Team (NHST) which is part of CAMHS.

We have a Educational Mental Health Practitioner once a week –EMHP from MHST, who works with families, delivers training to staff, meets informally with parents and carers to discuss issues such as moving on to secondary school, managing anxiety etc. Last year she worked with 5 individual children and their families and delivered 3 workshops.

## Successes

- Pinner Wood School provided a safe, confidential space to work in.
- Key staff members had a good understanding of the remit of the MHST and submitted timely and appropriate referrals.
- 100% of families supported said they felt listened to and would recommend the service to others in need of similar support.
- 100% of families saw a reduction in symptoms of anxiety and challenging behaviour by the end of the intervention.
- 100% of families supported felt they had achieved their goals by the end of the intervention.
- Pinner Wood embodies a whole school approach ethos which enabled the MHST to support existing projects such as parent drop-ins.



**100%** Understood common transitional difficulties

**100%** Felt more confident talking to their children about transition

**100%** Learnt new ways to support their children's transition

**90%** Know where to seek mental health support

**100%** Found the workshop helpful overall

We have a play therapist who works with up to 6 children each week. These children have all shown an improvement in their emotional regulation evidenced by SDQs. Last year she worked with 13 children. Children have the amount of sessions that they need; this is not fixed.

We have a daily lunch club which is an invite only drop in session to support pupils who find unstructured times challenging.

Feedback from pupils, parents and teachers evidence impact of mentoring sessions and support (more regulated, motivated, happier, confident, focused on learning)

Teachers, other staff and parents value advice, guidance and signposting offered.

Transition is a focus for the summer term- children moving on to high school commented they have benefitted from support which includes extra visits to secondary placements as well as practice journeys on the bus and via walking.

We have a weekly group which attend Forest school: all children in the year 23024 will have a half termly outdoor learning session. Children in Reception and Nursery have weekly Forest School.

Zones of Regulation are used throughout the school on a daily basis and planned activities focus on key language of emotional regulation with linked activities, such as emotions expressed through drama, music and art. As with all school contexts, our school values underpin sessions.

We do an ongoing survey through Impact Ed to measure wellbeing throughout the school

### **Extra- curricular access and wider opportunities:**

All pupils in receipt of the pupil premium had access to one or more extra-curricular clubs this year which has been closely monitored throughout the year to ensure maximum participation. Art Club (after school on Tuesdays) was awarded funding from The David Hockney Lightroom exhibition in Kings Cross for 20 PP children to visit the exhibition in May.

Opportunities were made for all children to attend the year 5 and 6 school journeys. Some places were fully funded. Other children stayed at school and benefitted from days out into London, museum visits as well as cooking days.

Staff work with families to make sure that all children wishing to learn a musical instrument are supported to do so. In some cases, this is fully funded including the loan of a school-owned instrument. Staff ensure that pupils can attend choir and orchestra trips by assisting with travel etc.

All children in Year 6 had the opportunity to see a West End Show (The Lion King) and years 2 and 3 go to a pantomime at Christmas in the local theatre.

In KS1 and KS2 all children will learn a musical instrument- either the recorder or the ukulele. The premium pays for Year 3 to take part in the percussion project, run by Harrow Music Service.

Visitors are invited in to talk about their experiences and occupations, and last year we had 3 author visits/workshops.

In the Summer term, 8 PP children learned the cello, funded by Harrow Council.

Next academic year, a focus will be on examining and ensuring Pupil Premium (and SEND) participation in sports events, teams, clubs, musical groups and performances and theatre productions as well as leadership opportunities such as prefects, play leaders and school councillors across the school.

### **Attendance:**

Attendance of all pupils is rigorously monitored by our attendance officer, who is also part of our safeguarding team, and our SLT. Meetings are held fortnightly and data scrutinised to ensure that nothing is left unnoticed. Staff are encouraged to keep a close eye on any patterns and to question absence.

Where absence is beginning to cause concern, our approach is to invite the families to discuss any challenged that may be having with us at an informal meeting. We find this approach to be very successful. We work with outside agencies to ensure all children are coming to school regularly.

Non PP Children (566) 94.85%

PP children: (92) 93%

## **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*

<b>Programme</b>	<b>Provider</b>

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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How did you spend your service pupil premium allocation last academic year?	N/A
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.*