

Pupil Premium strategy 2024 - 2025	Approved by	Date of Approval	Next Review Date
Reviewed by KAS, ER	LAB	December 2024	September 2025

Pupil premium strategy statement 2024 – 2025

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	The Pinvin C of E Academy
Pupils in school	286
Proportion of disadvantaged pupils	Years R – 6: 36 = 16% Year 7 pupils: 14 children = 19% Total – 50
Pupil premium allocation this academic year	Pupil Premium
Service children – 3 children	Primary children - £53,280 Secondary children - £14,700 Total: £67,980

Academic year or years covered by statement	2024-2025
Publish date	December 2024
Review date	September 2025
Statement authorised by	Emma Rose
Pupil premium lead	Kerri-Anne Smith
Governor lead	James Radburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 3 Service children	£340 x 3 =£1020
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	£69,000

Part A: Pupil Premium strategy plan

Statement of intent

At the Pinvin C of E Academy, 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. 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 believe that 'God has plans to prosper, not to harm and to give hope for the future' Jeremiah 29:11 and therefore we want to do the same for all learners.

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. 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.

Key principles of our strategy plan:

1. Promote our whole school core values of Joy, Hope, Peace, Love, Forgiveness and Wisdom with all pupils but in particular disadvantaged pupils.
2. Assess the needs of all disadvantaged pupils.
3. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged (planning for pupils and support packages on offer) will reflect this.
3. Ensure that the most vulnerable are our priority.
4. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.
5. Design and implement an individually-tailored extension and support programme that accelerate academic progress
6. Build in pastoral packages that ensure that all basic needs including ensuring that all disadvantaged pupils thrive and enjoy good health and mental well-being (*pupils with the greatest need will be prioritised*)
8. Enrich educational and life experiences through educational visits that are either fully or partly funded through the PPG.
10. Utilise staff strengths so that planned action has the biggest impact.
11. Rigorously and frequently track and review their progress.
12. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.
13. Act early to intervene at the point a need is identified.
14. Adopt a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
15. Ensure disadvantaged pupils are challenged in the work that they are set.

Challenges

Challenge Number	Detail of challenge
1	Some Pupil Premium children are on the SEND register and or GRT.
2	Observations, discussions (with pupils and teachers) and assessment data in Reading, Writing and Maths suggests that our disadvantaged pupils' attainment is below their less disadvantaged peers.
3	Attendance data of disadvantaged pupils suggests that it is lower than non-disadvantaged pupils. Our assessments and observations indicate that this is affecting their progress.
4	Pupil surveys and nurture questionnaires show an increasing number of pupil premium children with Social and Emotional barriers to learning impacting on children's holistic development.
5	In some cases, parental engagement could be improved. Support parents in developing the skills and strategies for a range of childhood needs.
6	The cultural capital of our disadvantaged pupils has been reduced further by the challenges created post Pandemic with the current economic crisis and increase in cost of living. We recognise that not all families have the desire and/or ability to access a wide range of cultural opportunities.
7	Children who are EAL can have barriers which impact their attainment and communication compared to their peers.

Intended Outcomes

Intended Outcome	Success Criteria
Improved language and oral/vocab skills especially amongst disadvantaged pupils (focussing on disadvantaged pupils with EAL)	<ul style="list-style-type: none"> - Speech and Language assessments demonstrate improvements - Learning environments will provide pupils with a rich source of vocabulary - Knowledge organisers in pupil books will help to support pupils to confidently use subject specific vocabulary.
To improve Mental Health and Wellbeing of pupils particularly pupil premium.	<p>Improvement will be shown from a variety of factors:</p> <ul style="list-style-type: none"> - Qualitative data from pupil voice - Motional data indicates improvements in pupil mental health and wellbeing. - Reduction in bullying incidents - Reduction in exclusions - Access to mindfulness strategies such as ELSA, Talkabout - Access to TIS sessions/ TIS trained adult - Reduction in behaviour incidents
Improved attendance levels	<ul style="list-style-type: none"> - Gap between PP and non PP pupils reduces by between 5 and 10%. - Persistent absentee rate reduces in particular for pp. - Improvement in punctuality. - Introduction of a new Attendance Policy - Continuing to provide a taxi for some vulnerable GRT families - Maintain positive working relationships and engagement with GRT families
Improved attainment outcomes in core subjects (reading, writing, maths)	<ul style="list-style-type: none"> - Increase % of pupils reaching expected level for reading, writing & maths. - Increase GLD in EYFS
Increased enrichment opportunities for pupils.	<ul style="list-style-type: none"> - Participation rates increase in school trips, residential. - Leadership opportunities for PP pupils through the Junior Leadership Team.

Activity in this academic year

Quality Teaching (CPD, recruitment, retention)

Budgeted Cost: £27,000

Activity	Evidence that supports this approach	Challenge Number	Impact to date
Introduction of CUSP Reading and Writing Curriculum	<ul style="list-style-type: none"> • QFT and a consistent approach from all staff • High-quality text spine will help inspire a passion for reading and a love of learning • Teaching of tier 2/3 vocabulary • Adaptive teaching methods from teachers to be able to respond to children of all needs • CUSP is supported by The Cognitive Load theory (John Sweller) and Rosenshein principles of instruction • CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. • Improving Literacy in Key Stage 1 EEF • Dialogic Teaching EEF 	1,2,7	<ul style="list-style-type: none"> • All staff have been trained and are developing CUSP in classrooms. • English lessons have a clear structure and sequence of learning. • SIA visits have indicated that English teaching and books were moving in the right direction. • School were chosen to work as part of the EEF Tackling Disadvantaged Project in Worcestershire. • The consistent approach across the school ensured equity of access, reducing variability in teaching and supporting disadvantaged learners effectively. • Quality of Teaching and learning has improved. • Teacher confidence has improved. • Reading and Writing outcomes improved, with pupils producing more structured and coherent pieces, supported by explicit teaching of grammar and sentence construction.

Purchase of CUSP Reading Spine	<ul style="list-style-type: none"> • CUSP is an evidence informed, sequenced curriculum, which provides a cohesive approach to the teaching of Reading from Year 1 up to Year 6. • There is a principle focus on fluency and vocabulary; teaching children the skills and strategies they need, not only to access the Reading curriculum, but so they can also apply these skills in a range of contexts to access the whole primary curriculum, and onwards. • This is achieved through a diverse range of literature, including whole novels, picture books, poetry and specifically written extracts so that children are exposed to a wide range of different texts. • CUSP has selected these so that all children are exposed to a range of high-quality literature that ‘gives every child a mirror in which to see themselves and offers a window to children to see a world beyond their own’. • Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) 	1,2,	<ul style="list-style-type: none"> • Pupils have access to a range of high-quality texts. • Teachers have had multiple staff meetings on CUSP to continually embed the resource. • Children have commented that they enjoy the books, children are more engaged in lessons. • CUSP books highlight cultural capital (including disability, race, culture and difference). • Pupil voice indicated children wanted to read more and enjoyed reading. • Introduced fluency intervention – successful Y5 trial. • Reading plus interventions purchased to support CUSP. • The teaching of vocabulary audit has been completed.
KAPOW	<ul style="list-style-type: none"> • Quality First Teaching through a systematic Scheme of Learning delivered by all staff. • Consistent approach across the school in relation to foundation subjects allows for children to be more successful in learning. • Learning is broken down into manageable chunks, so all children can avoid cognitive overload. <p>Cognitive science approaches in the classroom - A review of the evidence.pdf</p>	1, 2, 7	<ul style="list-style-type: none"> • All staff have had access to KAPOW schemes and are implementing it in their classrooms. • Subject leaders are confident in monitoring KAPOW. • Consistent delivery of teaching quality and approach. • Allows for established routines to support cognitive overload. • Pupil voice suggests more confidence and independence.
	<ul style="list-style-type: none"> • Introduction of TimesTables Rockstars for pupils from Y1 to Y7. 	1,2, 5	<ul style="list-style-type: none"> • All staff have been trained

<p>Improving the teaching of maths with the continuation of White Rose Maths and the introduction of TimesTables Rockstars</p>	<ul style="list-style-type: none"> • Staff have been trained in how to TimesTables Rockstars delivery. • Children can access a TimesTables Rockstars lunchtime club where they have access to computers to practice and compete. • Positive home- school links are encouraged. • TimesTables Rockstars praised in classes and Celebration Worship to raise engagement. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning 		<ul style="list-style-type: none"> • TTRS engagement has increased, and children speak positively about the software indicating a love of learning. • Children are motivated to learn times tables. • Heatmaps shared with parents to increase engagement at home. • Multiplication check scores improved. • Number of children achieving 25/25 in MTC improved considerably. • Mastery-based approach to teaching maths across the school • TTRS analysis tools allow teachers to identify gaps for early and successful intervention.
<p>Introduction of whole school handwriting scheme: Letterjoin</p>	<ul style="list-style-type: none"> • Whole Class teaching resources Y1-Y6 • KS2 handwriting recovery programme. • Handwriting Assessment Tracker. • Home access to handwriting materials. • Each of the key stage requirements are met through Letterjoin's handwriting Lesson Planners, written by teachers and editors experienced in primary education. Our aim is for children to develop a fluent and legible, handwriting style to ensure they reach the standard expected at the end of each key stage. Many suggestions for differentiation are included in each section in order that every child has the opportunity to master the relevant skills. • EEF: Improving Literacy in KS1 		<ul style="list-style-type: none"> • All staff have access to Letterjoin scheme • Although presentation is still high on the agenda, there has been an improvement of presentation in some classes. • Despite consistent implementation, the scheme did not achieve the expected improvement in handwriting outcomes for Pupil Premium pupils or the wider cohort. • Monitoring indicated limited progress in handwriting fluency and presentation, suggesting that the approach did not sufficiently address underlying barriers such as fine motor skills, engagement, or individualised support needs. • Feedback from staff highlighted challenges in sustaining pupil motivation and embedding practice beyond discrete handwriting sessions.

Kinetic Letters	<ul style="list-style-type: none"> • Evidence-informed programme that builds the cognitive and physical skills for handwriting • Combines knowledge of child-development, with expert understanding of the way in which pupils learn most effectively, to produce rapid results from any starting point. • High-quality training to staff • EEF: Improving Literacy in KS1 		<ul style="list-style-type: none"> • Vocabulary introduced and secure across EYFS and KS1. • In school monitoring showed some improvement in handwriting posture and letter formation, particularly in younger year groups. • Staff received effective CPD on Kinetic Letters.
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Targeted academic support (for example, tutoring, one to one support structured interventions)

Budgeted Cost: £2,000

Activity	Evidence that supports this approach	Challenge Number	Impact to date
Purchase of the NTS tests	<ul style="list-style-type: none"> • Tests will allow teachers to identify gaps in learning and address these quickly • Any children who need interventions will be able to have personalised interventions based on need • Interventions are carefully planned and tracked due to test QLA and data. • Standardised tests provide accurate and consistent measures of achievement that have improved school accountability, classroom practices and learning. <p>Standardised tests EEF</p>	1,2,3,7	<ul style="list-style-type: none"> • Tests have allowed teachers to identify gaps in learning. • Assessment ‘weeks’ have been put into the calendar to help support regular testing of children • Reliable and standardised measure of pupil attainment means more accurate assessment and therefore more targeted interventions and personalised support. • The data from NTS tests has supported progress tracking over time and informed teaching strategies to close attainment gaps. • Staff voice shows improved confidence in teacher judgements • NTS tests will continue to develop consistency in assessment and teacher judgements.

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

Budgeted Cost: £40,000

Activity	Evidence that supports this approach	Challenge number	Impact to date
Attendance Champion	<ul style="list-style-type: none"> • Attendance champion with 3 hours of release time per week to support and track vulnerable families • Attendance champion has been on the most recent training to ensure compliance and understanding • DSL training as attendance and safeguarding are closely linked • Attendance is celebrated and recognised in Celebration Worship and in individual classrooms to show that it is a high priority • Teacher with dedicated hours to increase attendance working with families to promote being on time and good attendance. Working with the EWS to prevent persistent absence and lateness. • Attendance Matters- A parent's guide 	2, 3,5	<ul style="list-style-type: none"> • Attendance has gone up across the school • All staff have a high priority about attendance and push it in their classrooms • Children are proud to come to school every day and recognise the importance • Raised the profile of Attendance across the school. • Eight applications have gone to County to fine families regarding holiday absences. • Proactive engagement with families, promoting punctuality and consistent attendance • Attendance Champion has completed compliance and DSL training, ensuring a strong link between attendance and safeguarding. • Improved attendance rates and greater family engagement. • PA, although still high, reduced. • Pull factors (for school) have improved. • Vouchers used as attendance incentives are positively impacting attendance.

Mental Health Support	<ul style="list-style-type: none"> Disadvantaged children across the school who have further challenges have been identified by class teachers and have access to Mentor Links These children have 1:1 listening and therapeutic support Increases attendance, behaviour, SEMH, a passion for learning, relationships and self-esteem. Purchased Motional Profile Software and Support. TIS and mental health staff timetabled with key children Mentoring EEF 	1,2,3,4,6,7	<ul style="list-style-type: none"> Mentor links have been used for Motional training for staff Motional used to track and support Pupil's with their mental and emotional health. Pupil voice indicated that some children's confidence has improved Some children find it easier to talk about their feelings due to support. Timetabled TIS and mental health support for key pupils ensures consistent provision.
Forest School	<ul style="list-style-type: none"> Supports a range of benefits including improved physical, social and mental wellbeing, increased confidence and self-esteem and the development of problem-solving skills. We feel that pupils benefit from the opportunities of a wider curriculum such as Outdoor learning. All children have access to FS and wider curriculum opportunities. This increase pupil's cultural capital and help to provide opportunities for specific language and vocabulary development. Forest Schools: impact on young children in England and Wales - Forest Research Evaluation of Forest School in England 	1,2,3,4,6,7	<ul style="list-style-type: none"> 'Weekly forest school for all year groups is effective in supporting both mental health and spiritual growth in pupils. Individuals thrive in this provision, finding a love for nature and seeking responsibility for projects based in the outdoor environment' - SIAMS 2024 School developed a sensory and growing garden in the heart of the school, allowing pupils to access this provision for Forest School. Observations and pupil voice indicate positive impact on confidence and social skills, with pupils demonstrating greater willingness to take risks and work collaboratively. Improved emotional regulation and resilience were noted, contributing to better classroom behaviour.
Improving the teaching of science	<ul style="list-style-type: none"> Develop science-specific vocabulary. Encourage pupils to explain their thinking, whether verbally or in written form. 		<ul style="list-style-type: none"> Science is now taught in the Science Laboratory from Year 3.

	<ul style="list-style-type: none"> • Guide pupils to work scientifically. • Relate new learning to relevant, real-world contexts. • Use assessment to support learning and responsive teaching. • Strengthen science teaching through effective professional development, as part of an implementation process. <p>Improving Primary Science EEF</p> <p>The seven-step model - Improving Primary Science Education Endowment Foundation</p>		<ul style="list-style-type: none"> • Adoption of seven step model for the teaching of science. • Experienced and ‘expert’ science teacher is teaching and leading the subject. • PSQM- enrolment for Science Lead • Planetarium Visit- we subsidised visit for PP children. • CUSP scheme means that lessons are planned to relate new learning to real-world contexts, increasing engagement and relevance. • Pupil voice indicates more confidence and enjoyment in science. • Consistency of approach and high-quality teaching to reduce cognitive load.
Breakfast club	<ul style="list-style-type: none"> • Children can achieve more when they have had a healthy breakfast to start their day • Giving children the opportunity to have a calm start to the day allows for maximum learning opportunities • Attendance increases • Children’s trust in key staff members increases allowing for an increase in positive SEMH. • Parents bringing children have an opportunity to talk to staff about worries or concerns <p>EEF Blog: Magic Breakfast - a case study in scaling evidence... EEF</p>	3,4,5, 6	<ul style="list-style-type: none"> • Attendance Lead has recognised the positive start for some vulnerable families enhancing their sense of belonging. • Attendance and punctuality improved for pupils regularly attending Breakfast Club, reducing barriers to learning. • Pupils arrived calm, settled, and ready to learn, which contributed to better fpleaseocus and participation in morning lessons. • Feedback from parents and pupils was overwhelmingly positive, highlighting the value of the provision. • A number of our PP families use breakfast club on a regular basis allowing them to be in school and on time. • Social benefits were evident: pupils developed confidence and positive relationships, enhancing their sense of belonging.

			<ul style="list-style-type: none">• Feedback from parents and pupils was overwhelmingly positive, highlighting the value of the provision.
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Total budgeted cost: £69,000