



Pinfold Primary Pupil Premium Strategy Statement

| Summary Information | | | | | |
|------------------------|-----------------|----------------------------------|--------------|---------------------------------------|----------|
| Academic Year | 2021-22 | Total PP Budget | £9,415 | Date of most recent PP review | Feb 2022 |
| Total number of pupils | 28 (+3 nursery) | Number of pupils eligible for PP | 11 (7 SEND) | Date for next review of this strategy | Sep 2022 |

| Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | | | | | |
| | Intent: In-school barriers to overcome | Implementation | Cost | Impact | Evaluation |
| | For the children with additional needs to get additional support to overcome any Speech and Language barriers with. Children with behaviour, mental health or attention difficulties which act as a barrier will gain strategies to help themselves. | We are buying in professional SEND teacher time for two pupils and will soon be doing so for at least one more | £1100 x 10 sessions We will have purchased 5 lots over the full year. Some of this money comes from SEND. | We will see rapid and sustained progress. | Feb 22-Covid has left county very short of SEND Inclusion teachers so we have only received sporadic support, it has improved over Spring 1 |
| | To help the children who have experienced trauma to be able to manage their emotions. | Yoga sessions | Sports Premium £2850per 38 weeks | Children will be more able to control their emotions, develop strategies to cope and become calm. | Children use breathing techniques to help keep calm at home. The coach says we are most technically advanced in W.Lancs |
| | | A second member of staff will complete Mental Health First Aider Training | 2 days | Staff will be more equipped to help children and other staff with their mental health. | Sep 22- we do not have enough staff to release for this. |



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| <p>To ensure children can access the curriculum and be appropriately challenged.</p> | <p>2 x TA3 funded partly from PP</p> | <p>Cost: TA3 (including Oncost-£25, 507)</p> | <p>Children will have an extra adult in class for support and guidance.</p> | <p>We have lost one TA3 and have taken on a new apprentice over two years - awaiting Higher Needs funding form Sefton</p> | | | | |
| <p>Children may not have had as many cultural experiences or life experiences so when learning about the world have significant gaps in their knowledge.</p> <p>For children to engage in Forest School activities in the woods, at least once a week over the whole year, to learn in all weathers through he seasons.</p> | <p>We will use the money to ensure we go on visits/have a performance at the beginning of each term and that all children can attend with the financial support</p> <p>For rental of the woods, kindling etc.</p> | <p>£200-£500 Trip £200-£500 Transport Each half term £1000 Towards residential</p> | <p>Some of the experience gaps will have been filled and children will have a deeper understanding and starting point for their learning for school to build on these experiences and knowledge, this cultural capital.</p> <p>High achievers will have greater heights to aim for.</p> <p>Children will develop their resilience, develop physical skills, team building skills and scientific knowledge for example seasons, plant identification and learn how to keep themselves and others safe.</p> | <p>We have been on several exciting and learning rich trips which have really impacted positively on the children's knowledge and understanding of the world. Up to date we have spent £2,159.54</p> <p>Our enrichment was noted by OFSTED:</p> <table border="0"> <tr> <td>Behaviour and attitudes</td> <td>Good</td> </tr> <tr> <td>Personal development</td> <td>Good</td> </tr> </table> | Behaviour and attitudes | Good | Personal development | Good |
| Behaviour and attitudes | Good | | | | | | | |
| Personal development | Good | | | | | | | |
| <p>To continue to encourage the love of reading that our children have developed</p> | | <p>£695-£1000 (fitting)</p> | <p>Children will know they have some input to their</p> | <p>Selected with children, awaiting ordering. We have a</p> | | | | |



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| Oak class would love a Reading Shed, for their playground. | | | school, giving them ownership and showing we value reading and them. | new shed, the children love it and take turns to play in it- we still need more furniture/books/organisation |
| To ensure our children know about and have understanding of and tolerance for other faiths: | Continue to subscribe to the Muslim Learner Services group and access Islam training, 5 pillars and Islamophobia. | £100 plus Small £20's for courses, £500 for artefacts £500 x3 for coach for trip to Mosque (after lock down), Gurduwara and Synagogue | Children will continue learn about Islam and be able to relate it to their own beliefs. Hands on learning and visiting a place of worship will make learning real and dispel any fear from ignorance. | We have ben to the synagogue, it was brill, it was free except for the bus. |
| External barriers (issues which also require action outside school, such as low attendance rates) | | | | |
| Intent | Implementation | | Impact | |
| Improve attendance | We are engaging in a big push to raise attendance at Pinfold, we will use some money to purchase a big reward to reach targets | £200 for a bike | Pinfold's attendance will be raised from 91% to closer to the National target of 96%. Children's outcomes and progress will improve | Booked in a date with bursar to discuss. |
| | Governors agreed that we should adopt the policy to fine parents, this was being drawn up, | Dec 20- waiting for restrictions to be over fully | Parents will realise it is important to send their children to school | Attendance has increased, we have not fined anyone yet. |



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| | when Lockdown happened. I will work with Sue Kenny (governor) to draft the criteria ready for when lockdown restrictions are lifted. | | regularly, even if they have a sniffle. | |
| Improve/enable parental/carer engagement and understanding | Continue to subscribe to and develop website: for example using questionnaires | £1200 a year | Parents will be able to be more involved in school whilst still remaining covid safe. | We have a regular parent volunteer for reading. |
| | Online safety training for parents Including Prevent, County Lines and radicalisation. | LCC Safeguarding training £250.00 | This will ensure parents are able to educate the children on how to stay safe and put in boundaries. They will know what we teach children in school about staying safe online. | One of our pupils gave a confident presentation to parents re: online safety. We have made links with the police and they are due to come in during Autumn 2 to teach pupils and parents. |
| For school to have up to date resources to implement our PSHE and RSE policy and curriculum that addresses the needs of our children. (including keeping safe online and leading a healthy lifestyle) | Continue to subscribe to be a member of PSHE Association and use their resources to build our curriculum. | £100 per annum | This will include preparing children for high school and include age appropriate Sexual Harassment discussions. | We have good books now for provoking discussion and thought on diversity, stereotyping and not being a bystander. |

| | Planned expenditure | | | | |
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| Academic Year | 2021-22 | | | | |



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| The headings below enable school to demonstrate how they are using PP to improve classroom pedagogy, provide targeted support and whole school strategies. | | | | | | |
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| a) | b) Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | Cost | Review each term |
| All staff will be up to date on best practice in English Children will have an improved vocabulary and communication skills | In school training, visiting other schools Buy in supply to cover subject lead to monitor and coach Caroline W, subject coordinator to become Language Lead in school, a link for the West Lancs cluster | Prior to lockdown reading and writing were below National ARE. We want to ensure the disadvantaged move closer to that of the non-disadvantaged. | Moderation, observation and talking to pupils and staff. Work with LCC Literacy consultant. | CW RZ CT | MIT contract- we pay now- amount TBC Supply cover £250 per day, at least two per term | We have had two and a half days support from Rob Musker, for computing support. Cost: A lot! |
| Key Stage 2 children will develop a further love of reading and develop their vocabulary. | Purchase age related fiction and non-fiction books for guided reading and up class novels that are current with up to date authors (multiple copies). | We need sets of books that the teacher can share with the children that are up to date and will inspire and challenge the children. | English Coordinator will liaise with KS2 teacher prior to purchasing the books and discuss with the children how they enjoyed them. | RZ CW CT | £1K- books £1K- reading shed | The books are coming closer to £2K. |
| All staff will be up to date on best practice in Maths. | Twilights: September 22 nd 2021 additional dates tbc | We have a new Maths lead and we need to ensure all staff are up | Moderation, observation and talking to pupils and staff. | RZ CT | Supply cover £250 per | I have chased up with RZ and LN. Feb 22 |



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| Maths Coordinator to work closely with Lindsay Norris LCC Consultant to improve fluency | Buy in supply to cover subject lead to monitor and coach | to date on current methods. Pre-covid maths results were below National ARE | Consultancy work with the LCC Maths Advisor | | day, at least two per term MIT contract- we pay now- amount TBC | The maths consultant has not been to us and we have not had any input. |
| Children make good progress, gaps are filled and talk with enthusiasm about their academic future. | Real experiences at the beginning of every term. Throughout the term we will invite professionals in to talk about their jobs, their journeys. | Children need to have knowledge of the range of career opportunities available so they can aim high. | Plan the visits into our Curriculum map. Discuss with all staff at meetings, disseminate to parents. Talk to the pupils about their futures. | CT and all staff | £950 every half-term (at least- we may do two to catch up after covid) | Mr Pye has been in to talk about being a grower for Science week. |
| b) Targeted support | | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | | Review date (every half term) |
| To fill the gaps and close the gap with | Using PP to pay towards TA provision for support for | We want to ensure staff are available for smaller group work and individual work, to | In house assessment, monitoring, talking to children, pupil progress meetings, | C.W RZ CT | £16 p/h (incl oncosts) | We have a comprehensive Provision Map in place. |



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| disadvantaged children and gathering knowledge whilst enjoying experiences and gain skills to prepare them for a successful life in Britain For children with SEND to make incremental steady progress | children, in class and Precision Teaching | ensure the class teachers can be released to work with these children Children make progress when teaching is precision and targets are small and achievable | case studies and staff appraisals and supervisions | | | |
| For classroom teachers to be given strategies to help with precision teaching and for individual children to have specialist precision teaching and guidance. | Use PP money and SEND money to buy in Amira Helm, or Andrea or another SEND Inclusion teacher sessions to work with children and staff, sharing ideas and expertise. | The SEND professional has specialisms that we do not have and is very experienced and will ensure time spent on precision teacher from TA's is effective. | SENCo to liaise with teacher, TA and monitor TLP's and progress half-termly, through Pupil Progress Meetings and SEND meetings. | CT | £1100 per 10 sessions We need to increase the sessions to at least two a week | We have had discussion around not taking children out of the class for interventions. |



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| For all staff to be confident when using Welcomm | Amira recommended we needed to buy Welcomm to assess our children on entry and to use to plan our interventions for Speech and Language difficulties. | The waiting list for children to see therapists is 12-14m, this will ensure no time is wasted waiting for professional guidance for children with difficulties. | Caroline is going to train staff now she is confident using the Welcomm, as a teaching aid not just an assessment tool | CW and CT | Time-twilight | Welcomm on entry, it is very useful and showed us already misconceptions we had about some children. Staff are using it as a teaching aid- as we are still waiting for S and L appointments to come through. Children have been seeing S and L therapists. June 22 |
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