



Pentland Primary School
Pupil Premium Strategy Statement
2024 - 2025



Vision

“Be kind, work hard and never give up.”

Here at Pentland, we are a family. We work closely with our community to ensure that we meet the needs of our families. We work hard to provide the best for every child and to ensure that every child enters and leaves our school happy, safe and with a love of learning. We know that working closely with our parents and community will ensure that every child can reach their full potential. Every child, regardless of their starting point in life, deserve this.

This statement details our school's use of pupil premium 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	Pentland Primary School
Number of pupils in school	213 (ex. Nursery)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published, reviewed September 2023, reviewed September 2024	Autumn 2022
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Debbie Hamilton
Pupil Premium Lead	Debbie Hamilton
Governor / Trustee Lead	Sheila Hauxwell

Funding Overview

Detail	Data
Pupil premium funding allocation this academic year	£143,781
Pupil premium funding carried forward from previous years (enter £0 is not applicable)	£0
Total budget for this academic year	£143,781

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our goal for all children is that they leave our school as independent, knowledgeable and well-rounded individuals who are ready for their next stage in Education, and life in Britain. We prepare our pupils to be hard working, kind, confident, independent and resilient individuals. The focus of our Pupil Premium strategy is to support our disadvantaged pupils in achieving that goal.

High quality first teaching is our priority and ensures that both disadvantaged and non-disadvantaged are able to flourish. 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 and high attainers will continue to progress well.

We recognise that disadvantaged pupils can present barriers to learning and through our pupil premium strategy, we support pupils and parents in overcoming these challenges. Carefully targeted additional support and resources, directed by senior leaders according to pupil need, enable staff to focus on areas in which disadvantaged pupils require the most support.

The key focus areas of our pupil premium strategy are:

- Improving the attendance and punctuality of disadvantaged pupils
- Improving the progress and attainment of disadvantaged pupils and closing the attainment gap with nondisadvantaged children.
- Improving the level of parent engagement in their children's education.
- Broadening the experiences of our disadvantaged children through the use of enrichment and clubs.
- To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils

Challenges

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

Challenge Number	Detail of Challenge
1	Attendance and punctuality are below our school target and national.
2	Pupils are working at below and well below national expectations on entry to school. COVID has interrupted the learning of pupils in school and for many pupils the expected annual progress was not made during lockdown.
3	Early language acquisition has been inhibited.
4	Additional vulnerabilities, for example SEND.
5	Specific social and emotional needs which effect learning or poor learning behaviours.
6	Limited access to a broad range of enrichment opportunities outside of school.

7	Parental engagement.
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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 attendance and punctuality of disadvantaged children.	<p>The attendance of compulsory school age disadvantaged pupils to be in line with others in school and nationally.</p> <p>The attendance of younger pupils to increase in Nursery in order to establish good routines.</p> <p>Reduction in the percentage of persistent absentees across school.</p> <p>The punctuality of late-attending disadvantaged pupils to improve.</p>
<p>Improved % of disadvantaged pupils achieving national age-related expectations (including greater depth) at the end of all key stages, particularly the end of EY and in the Phonics Screening Check.</p> <p>Gap between disadvantaged and non-disadvantaged pupils to have closed.</p>	<p>Disadvantaged pupil learning behaviours will be good.</p> <p>The percentage disadvantaged pupils achieving age related expectations and greater depth will improve each year.</p> <p>The gap between disadvantaged and non-disadvantaged pupils will narrow each year.</p> <p>The percentage of disadvantaged pupils achieving age related expectations and greater depth will be in line with national non-disadvantaged pupils at the end of all key stages.</p>
Disadvantaged pupils' experiences to have been enriched and broadened.	Disadvantaged pupils will have benefited from additional experiences organised by the school and where deprivation has been a barrier, school to have supported children in accessing the opportunity.
Parental engagement to have improved.	Higher engagement from parents with regards to communication and attendance at school events (including parent teacher consultations). Children to achieve their target and/or in line with national expectations.
<p>Disadvantaged pupils to have been supported in maintaining their well-being and mental health.</p> <p>Disadvantaged pupils to have strategies which enable them to recognise their emotional state and to selfregulate when necessary.</p>	<p>Welfare, emotional and safeguarding barriers are minimised, enabling pupil premium children to achieve in line with their peers.</p> <p>Attendance and punctuality to have improved - see attendance above</p> <p>Achievement to have improved - see achievement above</p> <p>Pupils to have engaged in Thrive sessions delivered by a Thrive practitioner.</p> <p>Attitude towards learning for all pupils is positive and learning behaviours are outstanding.</p>

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: £69161

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a teacher and creation of a KS1 Nurture base. Pupils who struggle to demonstrate good learning behaviours are supported from this base and when working in KS1 mainstream classes. Activities include Social and Emotional Learning interventions.</p>	<p>EEF Teaching & Learning Toolkit states that small group tuition supports improving outcomes because teaching is more targeted to individual pupil needs.</p> <p>The EEF Teaching & Learning Toolkit also states that Social and Emotional Learning interventions have a positive impact as they support the pupil in being able to work with others in the classroom as well as developing their self-management of their emotions.</p>	<p>2, 4, 5</p>
<p>RWInc Phonics programme used in KS1 and KS2.</p> <p>Whilst pupils were taught phonics over COVID through online learning, an increased number of children at KS2 still require a regular phonics input.</p>	<p>The use of the RWInc phonics programme has supported disadvantaged pupils at Pentland achieving above the national expectations.</p> <p>The EEF recommends the use of a phonics programme stating that it has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2, 3, 4, 5</p>
<p>Embed dialogic activities across the school curriculum. A member of staff to lead on these initiatives. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>

<p>Nurture training for Nurture Hub staff to support children with social and emotional needs.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	<p>2, 4, 5</p>
	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £29500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of TAs across the school to provide additional TA time in class and lead interventions (reviewed termly).</p>	<p>Closely targeted Teaching Assistant Interventions are recommended by the EEF. Teaching Maths for Mastery requires that gaps in learning are addressed ASAP and provision of TA support in class supports this.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>
<p>Continue to provide access to TT Rockstars for all children from Y2 -Y6. Encourage the use of these at home.</p>	<p>EEF - notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.</p> <p>Homework EEF</p>	<p>2</p>
<p>Booster for Y1 in Spring and Summer terms - one adult to one or 2 pupils. 5 staff x 1 hour a week.</p>	<p>EEF highlights one to one tuition as having significant impact.</p> <p>One to one tuition EEF</p>	<p>2</p>

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

Budgeted cost: £45120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Parent Support and Pupil Wellbeing advisor	Parent concerns are addressed very quickly. Attendance is monitored and the appropriate action taken in order to improve a pupil's attendance or punctuality. Additional support provided to pupils with SEMH ensuring that they have improved learning behaviours and engagement with their peers.	1, 5, 7
Purchase of the Thrive On-line programme.	The Thrive Approach helps schools to prioritise mental health and wellbeing, supporting the emotional health of all students. The EEF states that Behaviour interventions that seek to improve attainment by reducing challenging behaviour in school are beneficial. Evidence in school indicates that pupils who	1, 2, 5
	have completed Thrive interventions have improved learning behaviours and engagement with their peers.	
Employment of Alliance Psychological Services - trained counsellors work with identified pupils (and their parents) in addressing a range of social and emotional issues.	EEF states that social and emotional learning has a positive impact. Evidence in school indicates that pupils who have completed Alliance counselling sessions have improved learning behaviours and engagement with their peers.	1,2,5
Funding items such as school uniform and PE or swimming kit	Lack of uniform and other items is not a barrier to pupils accessing the full curriculum and extra-curricular activities.	1, 2, 6, 7
Contingency fund for acute issues.	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 quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6, 7

Total budget cost: £143781

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.

Aims	Outcomes
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<p>Improved attendance and punctuality of disadvantaged children.</p>	<p>The attendance for disadvantaged pupils in the academic year 2023-2024 was 91.6%. Pupils who were not in receipt of pupil premium had an attendance of 94%. There is still a gap between disadvantaged and non-disadvantaged.</p> <p>In 2022-2023 we had 43 disadvantaged pupils who met national expectations. In 2023-2024 we had 47 children who met national expectations. This was a small increase.</p>
<p>Improved % of disadvantaged pupils achieving national age-related expectations (including greater depth) at the end of all key stages, particularly the end of KS2</p> <p>Gap between disadvantaged and non-disadvantaged pupils to have closed.</p>	<p>KS2 2024 PP RWM combined - 47.6% Reading - 66.7% Writing - 57.1% Maths - 61.9%</p> <p>2024 NPP RWM combined - 42.1% Reading - 57.9% Writing - 52.6% Maths - 57.9%</p>

	<p>Y1 PSC PP - 73.3% NPP - 89.5%</p> <p>EYFS GLD PP - 44.4% GLD NPP - 73.1%</p> <p>2022-23 KS2 PP RWM combined - 40.9% Reading - 72.7% Writing - 68.2% Maths - 50%</p> <p>NPP RWM combined - 57.9% Reading - 57.9% Writing - 78.9% Maths - 73.7%</p> <p>Y1 PSC PP - 76.5% NPP - 75%</p> <p>EYFS GLD PP - 57.1% GLD NPP - 68.2%</p>
<p>Disadvantaged pupils' experiences to have been enriched and broadened.</p>	<p>We have offered free afterschool clubs for pupils in KS1 and KS2 which were well attended.</p> <p>There have been a number of educational visits and residential which we have subsidised the cost to ensure all pupils have the opportunity to experience an enriched curriculum.</p>
<p>Parental engagement to have improved.</p>	<p>We have the Arbor app which allows parents/carers to see their attendance and have access to any information sent from school, including weekly newsletters and half termly attendance letters.</p> <p>We have implemented ClassDojo to ensure that parents have regular updates on what is happening with their child in school.</p>

Disadvantaged pupils to have been supported in maintaining their well-being and mental health.	We now have three trained Thrive practitioners within the school to support pupils with their wellbeing.
Disadvantaged pupils to have strategies which enable them to recognise their emotional state and to selfregulate when necessary.	We employ a pupil wellbeing officer. They support well-being by delivering one to one support when required and numerous interventions. They also have access to agencies who can provide external support, such as Alliance and Future Steps.

Externally provided programmes

Programme	Provider
Alliance - psychological service to support children and families mental health and wellbeing.	Alliance
Future Steps - Occupational therapy provided for targeted children.	Future Steps