

# Pupil Premium Strategy Statement

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. It details 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 High School
Total number of pupils in school	120
Proportion (%) of pupil premium eligible pupils (Yr 7-13)	10.7%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	R.Patel
Pupil Premium lead	H. Pandya
Governor / Trustee lead	Anne Edward

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£147,510
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	£147,510

# Part A: Pupil Premium Strategy Plan

## Statement of intent

### What are our ultimate objectives for our pupil premium students?

Our intent at Pinner High School is to seek to equip all our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. To that end, we aim to both raise the achievement of all our learners, as well as ensuring that we close the gap between our student groups. Our model to achieve success with these students is therefore as follows:

- Improve the progress of pupil premium students through high quality teaching and learning;
- Effectively use data tracking points based on high quality assessment to identify pupil premium students that are not making the required progress and target these students for interventions;
- Ensure all pupil premium students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations.
- Continue to ensure that pupil premium students receive high quality pastoral care with a focus on raising engagement with learning and improved attendance.
- Continue to further implement reading strategies to raise standards of literacy.

### How does our current Pupil Premium strategy plan work towards achieving these objectives?

#### Improve the progress of pupil premium students through high quality teaching and learning.

- Ensuring the targets that have been set for pupil premium students at Pinner High are aspirational based in the upper limit of FFT5.
- Ensure that pupil premium students are represented in all sets but in particular the higher sets across departments which set.
- Ensure that pupil premium students are prioritised when considering seating arrangements, lesson activities and feedback opportunities.
- Ensure all staff are using data when planning for pupil premium students and that this is evident on seating plans in Arbor.
- Ensure that all middle leaders have a strong teaching and learning focus on pupil premium pupils.
- Develop whole school teaching and learning strategies to promote the progress of pupil premium pupils.
- Recruit leadership secondments which effectively deliver school wide teaching and learning strategies developed for pupil premium pupils ensuring that they are used all year in: metacognition, feedback, peer tutoring.
- Ensure there is a constant cycle of assessment, feedback and improvement for pupil premium pupils and that this is planned for in lessons. Support the teaching and learning department to ensure the quality of teaching within the school is consistently Outstanding.
- Ensure that robust pastoral systems are in place to support and adapt to the needs of pupil premium pupils.

**Effectively use data tracking points based on high quality assessment to identify pupil premium students that are not making the required progress and target these students for interventions.**

- Ensure all faculties have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge.
- Create an effective assessment cycle in which the progress of all pupil premium students is discussed with senior and middle leaders and classroom teachers resulting in effective in and out of class interventions.
- Use accurate data to target pupil premium students for high quality small group interventions that rotate to ensure pupil premium students receive support in all their subjects.
- Monitor the effectiveness and quality of the interventions that pupil premium pupils receive through data tracking.
- Monitoring the progress of all pupil premium students in terms of achievement, progress, behaviour and attendance after each tracking point. Share all findings with all relevant parties including governors and parents.

**Ensure all pupil premium students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations.**

- Ensure the enriching curriculum continues to excite and challenge students.
- Provide a wide range of extracurricular activities for pupil premium students to engage through the Heads Challenge programme.
- Ensure all pupil premium students are supported and prioritised in the decision-making of their extracurricular activities.
- Provide pupil premium students with the opportunities to visit higher education establishments as well as work experience.
- Provide pupil premium students with opportunities to experience enriching activities such as the theatre and art galleries.
- Ensure that pupil premium students, especially boys, are represented on the student council and in any student decision-making within the school.
- All pupil premium students to be prioritised for meetings with the careers adviser during KS4.

**Ensure that Pupil Premium students receive high quality pastoral care with a focus on raising engagement with learning and improved attendance.**

- Pastoral leaders at all levels regularly monitor the holistic development of pupil premium pupils, implementing early interventions where necessary.
- pupil premium students in KS4 to receive holistic mentoring through the pupil premium Champions programme.
- The Attendance Officer to regularly monitor attendance of pupil premium pupils, implementing interventions where necessary.
- Providing appropriate CPD opportunities for all pastoral staff in best practice for supporting pupil premium pupils.
- Implementing a mentoring model where some students and staff are equipped in the mentoring of pupils.
- Creating a Pupil Premium working party to collaborate on and share strategies for continuous improvement.

**Effectively implement reading strategies to raise standards of literacy.**

- Implement reading mentor programme, focusing on pupil premium students to provide tailored support and encouragement in reading.
- Utilise LUCID data to identify pupil premium pupils who require additional literacy support. Create targeted intervention groups that address their specific needs, ensuring that these pupils receive personalised attention and resources to improve their literacy skills.

- Roll out oracy strategies school-wide, ensuring that pupil premium pupils have equal opportunities to participate in discussions and presentations. Provide staff training on inclusive teaching practises that cater to diverse learning needs, promoting a culture of collaboration and confidence among all pupils.
- Strengthened Partnerships with Primary Schools: Collaborate with feeder primary schools to understand the literacy challenges faced by pupil premium pupils at KS2. Develop joint initiatives that support these pupils during their transition to secondary education, ensuring continuity in literacy development.
- Monitoring and Evaluation Focused on pupil premium Pupils: Establish a robust system for monitoring the progress of pupil premium pupils in literacy throughout the academic year. Use this data to inform teaching practices, adjust interventions, and celebrate achievements, thereby fostering a sense of belonging and motivation among these pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Quality First Teaching and Learning:</p> <p>Every student needs to receive Outstanding teaching, every lesson and over time which aims to accelerate the progress of pupil premium pupils. Outcomes for pupil premium pupils are lower than their non-pupil premium peers.</p>
2	<p>Attendance &amp; Punctuality:</p> <p>Some Pupil Premium pupils continue to have lower attendance and punctuality both to school and between lessons.</p> <p>In the academic year 2024-25 attendance for pupil premium pupils was 91.64% in comparison to 93.81% for the wider school.</p>
3	<p>Enhancing student engagement with learning :</p> <p>Reducing the number of negative behaviour incidents that pupil premium students are involved with, paying particular attention to homework and low level disruption.</p>
4	<p>Parental Engagement:</p> <p>The parental support and engagement in school life, such as using Arbor Parent App to track reports and attendance to Parents Evenings or Google Classroom Guardian summaries. Some families lack knowledge, understanding or time to engage in productive discussions regarding their child's progress.</p>
5	<p>Student starting points and reading comprehension:</p> <p>Reading comprehension and ability of our pupil premium students is lower than their non pupil premium peers, this links to concerns regarding their ability to engage with key vocabulary in the curriculum.</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
<p>Improve the progress of pupil premium students through high quality teaching and learning.</p>	<ul style="list-style-type: none"> <li>● Progress data of pupil premium students is equal or higher than their peers</li> <li>● Lesson Observation feedback is resolutely focused on the progress of pupils</li> <li>● Learning Walks &amp; Work Scrutiny demonstrates the attention of all teachers on pupil premium pupils</li> </ul>
<p>Effectively use data tracking points based on high quality assessment to identify pupil premium students that are not making the required progress and target these students for interventions</p>	<ul style="list-style-type: none"> <li>● Rigorous data conversations with middle leaders that focus on pupil premium groups</li> <li>● A robust and targeted intervention programme</li> </ul>
<p>Improve engagement with pupil premium parents in the community</p>	<ul style="list-style-type: none"> <li>● Higher attendance to Parents Evenings, Arbor Parent App, and celebration of student progress</li> </ul>
<p>Ensure all pupil premium students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations.</p>	<ul style="list-style-type: none"> <li>● Heads' Challenge is relaunched and is successful in enriching the offer provided for pupil premium students</li> <li>● Pupil premium students are priorities in Trip Planning across the curriculum</li> <li>● Careers Programmes are implemented to support aspiration</li> </ul>
<p>A curriculum focus on embedding a culture of reading in the school.</p>	<ul style="list-style-type: none"> <li>● Pupil premium pupils will participate in targeted literacy interventions where required</li> <li>● Curriculum planning incorporates the literacy needs of all learners</li> <li>● The taught curriculum allows a comprehensive range of literacy building opportunities</li> </ul>
<p>Pupil premium students display a positive attitude towards school life and learning</p>	<ul style="list-style-type: none"> <li>● Mentoring scheme is introduced to support pupil premium learners</li> <li>● Behaviour data suggests a positive engagement for learning from pupil premium students</li> <li>● A reduction in suspensions for pupil premium learners</li> </ul>

## Activity in this academic year

This details how we intend to spend our Pupil Premium funding this academic year to address the challenges listed above.

### Teaching (CPD, Recruitment & Retention)

**Budgeted cost: £85,000**

Activity	Evidence that supports this approach Linked to EEF	Challenge number(s) addressed
Associate Assistant Headteacher roles -Leadership Development & Research Projects	<a href="#">Meta-Cognition &amp; Self-Regulation</a> <a href="#">Feedback</a> <a href="#">Focus on Social and Emotional Learning:</a> Equality, Diversity & Inclusion (Curriculum) Equality, Diversity & Inclusion (Personal Development) <a href="#">Parental Engagement</a> <a href="#">Peer Tutoring</a>	1-5
Teacher Continuing Professional Development Pinnergogy Fund HCTSA Educational Equities Training Mental Health First Aid	<a href="#">Quality First Teaching</a>	1-5
Recruitment and Retention of Experienced and Expert Teachers Performance Management Targets linked to School Improvement		

**Targeted academic support (tutoring, one-to-one support structured interventions)****Budgeted cost: £29,510**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Classes KS3 & KS4	<a href="#">Small group tuition</a>	1-3
Structured GCSE Booster Sessions	<a href="#">Small group</a> targeted GCSE support	1-3
GCSE Revision Packs & Materials	Supporting <a href="#">home learning</a> & revision	1-3
Heads Challenge & Curriculum Support for Competitive Clubs	<a href="#">Arts Education</a>	1-3
Education Psychologist	<a href="#">One to One</a> SEN Support	1-3
Specialist Subject Tutoring	<a href="#">One to one tuition &amp; Small group tuition</a>	1-3

**Wider strategies (Attendance, Behaviour & Wellbeing)****Budgeted cost: £33,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement and Attendance Support	<a href="#">Parental Engagement</a>	4-5
Learning Mentors	<a href="#">Mentoring</a>	4-5
Counselling	<a href="#">Mentoring &amp; Counselling</a>	4-5
Support with Uniform, Music, Trips, Technology, Food Tech etc.	Access to the curriculum <a href="#">Outdoor Education</a> <a href="#">Arts Education</a> <a href="#">Aspiration Interventions</a>	4-5

**Total budgeted cost: £147,510**

## Part B: Review of outcomes in the previous academic year

### Outcomes for pupil premium pupils

We have analysed the performance of our school's pupil premium pupils during the 2024/25 academic year using Key Stage 4 performance data and our own internal assessments.

For 2024/25, the Attainment 8 score for our pupil premium students was 34.3, compared to 56.9 for the wider school. Attainment 8 measures GCSE attainment across 8 subjects and provides a clear indication of pupil achievement. Additionally, 31.8% of pupil premium pupils achieved Grade 5 or above in English and Maths, while 45.5% achieved Grade 4 or above in these subjects.

The three-year trend for Pupil Premium attainment at our school shows a positive trajectory. In 2024, the Attainment 8 score for Pupil Premium pupils was 42.06, in 2023 it was 48.0. Of the 22 Pupil Premium students in 2024/25, eight had an Education, Health and Care Plan (EHCP), 7 of these students joined our school between Year 9-11 and 7 students were classed as persistent absentees. This demographic context informs our ongoing reflection and refinement of support to ensure high-quality teaching and personalised interventions. This fluctuation serves as a valuable opportunity for reflection and continuous improvement, ensuring that we remain focused on providing high-quality teaching and targeted support for all pupils, particularly those eligible for Pupil Premium.

Pinner High School's Attainment 8 score is an indicator of varied student progress and achievement. Comparing this score to national figures further highlights that whilst previously the school has had great success in supporting pupil premium pupils, in 2025 there was a gap. These comparisons demonstrate that whilst the school has exceeded national averages previously, there is a need for personalised and coordinated pastoral and academic support to meet the range of needs of pupil premium learners. A key aim for the upcoming academic year is to narrow the internal gap between pupil-premium and non pupil premium students through staff training and development of robust monitoring systems.

Attendance for pupil premium pupils in the academic year 2024/25, for pupil premium pupils was 91.64% in comparison to 93.81% for the wider school. This data shows that whilst pupil premium student attendance is better at Pinner High School than the national picture, there is a clear gap that needs to be tackled, investments made in pastoral systems are specifically targeted to improve engagement with school and attendance. Attendance interventions continue to be robust and PP attendance is closely monitored.

Internal assessment data for all year groups are encouraging and we are seeing student attainment, attendance and wellbeing continuing to improve. Whilst there have been improvements in progress and the gap between pupil premium pupils and their peers narrowing previously, last academic year's data has shown a growing gap. The results mean that whilst we are making progress to achieve the outcomes we set out to achieve more rigorous strategies and monitoring are being implemented for this year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. This is through a more nuanced and tailored approach to individual students and setting up parental and student panels coordinated by all leaders in our school. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Further information

### **Additional activity**

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for pupil premium pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are pupil premium.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration in the Heads Challenge. Activities will focus on life skills such as confidence, resilience, and socialising. pupil premium pupils will be encouraged and supported to participate.

### **Planning, Implementation, and Evaluation**

In reviewing our current Pupil Premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by pupil premium pupils. We have worked within the Harrow Collegiate Pupil Premium group and contacted schools with high-performing pupil premium pupils to learn from their approach.

We looked at a number of reports and studies 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 a number of studies about the impact of the pandemic on pupil premium pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our strategy and will adjust our plan over time to secure better outcomes for pupils. It is at the heart of our school improvement plan.