



Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	
School name	Scotholme
Number of pupils in school	414 + 38 Nursery
Proportion (%) of pupil premium eligible pupils	31.4%
Date this statement was published	1/11/23
Date on which it will be reviewed	26/7/24
Statement authorised by	Kate Hall
Pupil premium lead	Kate Hall
Governor / Trustee lead	Elaine Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,880
Recovery premium funding allocation this academic year	£17,980 including tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£215,860



Part A: Pupil premium strategy plan

Statement of intent

At Scotholme Primary School, we achieve the very best outcomes for every child through quality first teaching across all subjects alongside high quality pastoral care. We invest in tailored training for all staff, to ensure leadership, teaching, learning and pastoral care are highly effective, sourcing expertise and opportunities for development from within our MAT and beyond. As staff and governors, we have high expectations for all children and ensure that every child is challenged to be the best they can in all areas.

We understand the challenges faced by our pupils, recognising that not every child who receives pupil premium funding is socially disadvantaged and also that not every child who is disadvantaged receives pupil premium funding. Our focus is on the needs of each individual child and how we support them to exceed their potential. Therefore, we provide pastoral and family support at the point where need is identified.

Our Pupil Premium strategy is integrated within our School Improvement Plan.

Our provision is designed to build the necessary skills, knowledge, and emotional intelligence of every child, thus enabling them to reach their targets and beyond. Our children must know more, know how to do more and remember more. Because we understand that quality first teaching is the key to this, we use a range of approaches including professional coaching to continue to develop teaching across our school, ensuring that we are able to take advantage of the latest evidence based research and we all grow as professionals.

To ensure our approach is effective, we measure attainment in all areas and review our strategy at termly intervals during the year.

Investment in NPQ training and our school based leadership programme ensures that we have sustainable leadership in all areas of school life. This is regularly reviewed through the provision of leadership mentors and coaches.



Challenges

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

Challenge number	Detail of challenge
1	Oracy skills throughout school are low. Over 90% of our pupils are from 'ethnic minority' backgrounds, who have no/very little English. Many of our white British children also have a severely depleted vocabulary.
2	Closing the attainment gap in reading, writing, phonics and maths is a major priority. Extra staff in classrooms are provided where possible to ensure all children have access to support.
3	Parental engagement in reading and homework is often poor. Some parents struggle to support their children at home due to language difficulties, issues with their child's behaviour or through lack of aspiration. Our parents are keen to work with children at home, if they know what to do.
4	Complex home lives. Around 60% of our pupils live in homes where there are complex challenges including neglect, mental health difficulties, addiction, domestic abuse, poverty and children who have suffered from ACEs.
5	Lack of resilience and fear of making mistakes. Many children find it hard to keep trying because they fear they will fail. They are afraid to make mistakes, thus limiting their ability to explore and try to find solutions.
6	Low aspirations. Many children don't know what they might want to be or where they want their lives to go in the future. They are not able to link the concept of work in school with future ambition

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 SEMH for all pupils	Children access the appropriate support to enable them to enjoy and fully benefit from their time in school both socially, behaviourally and academically.



	They self-regulate their behaviour and successfully influence the behaviour of others around them. When it is time to move on, they approach the next stage in their lives with confidence.
Reading, writing and maths	All pupils achieve their targets. These are regularly reviewed and the support of parents is enlisted through parents' evenings, pupil trackers, homework and in school support sessions.
Phonics	Year 1 phonics screening test scores are in line with national average or above. FS phonics ensures that the vast majority of children are able to access the year 1 programme successfully. The year 2 catch up programme supports children who need extra time to achieve the standard.
Retention of key knowledge	By embedding retrieval practice into learning sequences, children know more, know how to do more and remember more.
EYFS – raising standards in all areas.	Raised attainment of all pupils enables them to meet their targets. The large majority of pupils achieve a good level of development.
Develop the resilience of all children	Observations of learning show children tackle learning in a more confident manner. They understand that mistakes lead to further learning and are able to use this effectively.
Improved whole school learning behaviour through the use of meta cognition strategies	Children are more proactive in their behaviour. They use advice given to make changes to their understanding and the work they produce.



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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,187

Activity	Evidence that supports this approach	Challenge number(s) addressed
Up to date training opportunities for subject leaders through LA networks in literacy and numeracy. Dissemination of practice through staff professional development meetings (PDMs) and team teaching opportunities. COST: £1000	SOURCE: EEF Teaching Toolkit: ORAL LANGUAGE INTERVENTIONS – high impact. Class teaching of communication skills. Effective assessment through threshold concepts. POTENTIAL GAIN: +6 months	1, 2, 5
Leadership coaching – in school programme, work with MAT COST: SLT	FEEDBACK -high impact. Used in literacy and numeracy on a daily basis through verbal feedback and tasks. Individual writing conferences at the end of each block of work for all pupils. The use of craftsmanship in art. POTENTIAL GAIN: +7 months	1, 2, 3, 4, 5, 6
Early career framework support for one ECT1 teacher and two ECT2 teachers through monitoring, team teaching, deliberate practice, MAT support COST: £2000	META COGNITION – very high impact. Developing a learning to learn thought to action process, thinking aloud. POTENTIAL GAIN: +7/8 months	1, 2, 3, 4, 5, 6
Support to develop teaching - AHT/DHT programme – 1.5 days per week COST: £49687	EARLY NUMERACY TEACHING – high impact. Mastering Number project, Number Sense – resources and staff development POTENTIAL GAIN: +6 months	1, 2, 3, 4, 5, 6,
Further development of feedforward in literacy and maths COST: SLT	EARLY YEARS – PLAY BASED LEARNING – high impact. Use of monitored play through plan, do, review cycle and appropriate intervention. POTENTIAL GAIN: +5 months ARTS PARTICIPATION – moderate impact for low cost POTENTIAL GAIN: +3 months	1, 2



<p>Developing oral skills and the ability to articulate needs/opinions through First News programme and training opportunities COST: £2000</p>		1, 2, 3, 6
<p>Investment in NPQ, Future Engage, Deliver and School Leadership programmes to strengthen leadership and raise standards COST: £7000</p>		1, 2, 3, 4, 5, 6
<p>Counting Collections – F2 project to improve children’s counting skills COST: £500</p>		1, 2, 5
<p>Subject Leader development – 1 day per term for each subject leader</p>		1, 2, 5



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

Budgeted cost: £109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition – all year groups. To pre-teach/further develop skills for pupils who need extra support with learning recovery. Pre and post assessments Teacher/TA led support COST: £15,000</p>	<p>SOURCE: EEF Teaching Toolkit:</p> <p>ORAL LANGUAGE INTERVENTIONS – high impact. Small group 1:1 interventions to boost speaking and listening. SALT and NELI trained TAs to deliver POTENTIAL GAIN: +6 months</p>	2
<p>Small group language acquisition support for pupils with EAL – teacher/TA led. Regular formative assessment COST: £15,000</p>	<p>SMALL GROUP INTERVENTIONS – teacher/TA led, targeted to specific needs of pupils. POTENTIAL GAIN: +4 months</p> <p>ONE TO ONE INTERVENTIONS= Teacher/TA led. Targeted to the needs of the pupil. Focused development and progress evaluation daily. POTENTIAL GAIN: +5 months</p>	1
<p>1:1 tuition daily sessions – 15 minutes per child using the Precision Teaching programme to boost basic skills Teacher/TA led support COST: £7000</p>	<p>MASTERY LEARNING – High impact for low cost. Mastery maths sessions POTENTIAL GAIN: +5 months</p>	2
<p>Daily sensory circuits/sensory practices for pupils with additional needs to ensure they are ready and able to learn TA led support COST: £5000</p>		2
<p>Language interventions – Speech and language Therapy (SALT), Talk Boost and Nuffield Early Language Intervention (NELI) – EYFS/KS1. Small</p>		1



<p>groups and 1:1 tuition. SALT/formative assessment COST: £2000</p> <p>Small group support to boost understanding and challenge for vulnerable pupils –teacher led. 3 staff – KS1, LKKS2, UKS2 Assessment using PIRA/PUMA/low stakes testing where appropriate COST: £65,000</p>		1, 2, 3, 5, 6
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3) Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance reward scheme COST: £1000	SOURCE: EEF Teaching Toolkit:	3, 4
Parents classes to help parents to develop family based skills to improve home life COST: PSW	PARENTAL ENGAGEMENT: Strategies to ensure high levels of attendance POTENTIAL GAIN: +4 months	3, 6
Parents Support Worker to support parents and carers with a wide range of issues and to signpost to relevant services. To provide a range of translation services COST: £30,000	SOCIAL AND EMOTIONAL LEARNING PROGRAMMES – positive impact. Forest School – blocks of learning ELSA – blocks of therapy SHARE project Friendship groups POTENTIAL GAIN: +4 months	3, 4, 6
Nurture groups to support children to build strong relationships COST: £5000	EARLY YEARS PARENTAL ENGAGEMENT – moderate impact POTENTIAL GAIN: 4 months	1, 4, 5, 6
Breakfast Club to provide the best possible start to the day. COST: £12,000	COLLABORATIVE LEARNING - Mixed attainment groups in problem solving activities – high impact POTENTIAL GAIN: +5 months	1, 2, 4, 5
Forest School – social and emotional learning programme COST: £5000		1, 2, 4, 5
Subsidy for pupil experiences COST £15,000		1, 2, 4



Weekly in school parent workshops to help parents to support their children at home COST: £1000		3
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TOTAL BUDGETED COST: £240,187



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.

Coaching training is complete for the SLT. It has been in practice to improve leadership outcomes this academic year. Subsequently this will form the basis of leadership training next year and will then be used to raise standards in teaching.

Two staff have benefited from the FED training programme. This is being rolled out to all subject leaders in Sept 2023. (Later than the Summer 23 date initially suggested due to industrial action and associated disruption.

The AHT has worked with colleagues in Y3/4/5/6 and the DHT in years 1 / 2. The FS Lead has supported colleagues in F2.

One ECT has passed the second year of the programme and 2 ECT1s have both passed their initial year.

NPQ: Staff are enrolled in NPQH (2), NPQSL, NPQLL (2), NPQEL.

Metacognition: 2 staff attended 3 modules of the final training course. Metacognition is in place across school, ready to build upon in the next academic year. Children are being explicitly taught how to think and they are beginning to consider which skills they are using to think.

Sensory circuits are adding value to how children start their day and their readiness to learn. Staff have received training and equipment is in place.

Parents' workshops have been popular and have helped parents to understand: reading, phonics, MTC, SATs for years 2 and 6. This has meant they are more able to support their children at home and to ensure they are in school at the right times.

Emotional literacy supported children for the first half of the year and this was followed by nurture. Both of these groups have helped children to develop their emotional literacy and to think about how they interact with others successfully.



Low stakes testing has been introduced, using Kahoot as a platform. This is in its infancy and has so far helped to motivate children and attract staff to using the format.

Sketch books have been handed up to the next class and children are going to be encouraged to look back at their previous work to see how they have progressed. Craftsmanship will be a key focus during 23/24.

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

Programme	Provider
CoJo Character Strengths Programme	Commando Joe
Rocket Phonics	Rising Stars - Hodder