

Scotholme Primary and Nursery School
Pupil Premium Strategy
2016/17

Before allocating our Pupil Premium funding for the academic year 2016/17 (**TOTAL £216,320**), we considered the barriers to learning as recognised by PP expert Sir John Dunford.

Below are listed those barriers to learning, alongside our evidence for this and the actions we intend to take during this academic year.

Most of the areas are funded from our ordinary budget allocation, but the areas which are funded specifically by Pupil Premium are noted in red, alongside our reasons for doing so.

BARRIER AS STATED BY SIR JOHN DUNFORD	OUR EVIDENCE	ACTIONS WE WILL TAKE
<p>Lack of support at home</p>	<p>Approx 50% return rate on homework Many children receive no support with homework Lack of encouragement for completing homework at home Many parents say that they are unable to 'make' children do their homework Before our reading at home initiative - approx. 70% of children did not read at home Some parents still complain about hearing their child read and say they either 'haven't got time' or that their child 'refuses'. Parents' evening - approx. 80% turnout (when extra appointments are offered and staff persuade parents to attend). A minority of parents support children to learn their spelling challenge words Some families need constant reminders about wearing school uniform</p>	<p>Extra support provided for all pupils in classes. Having a high number of Pupil Premium children in all classes has an overall effect on the attainment of everyone. Therefore, providing high quality, skilled staff to support pupils means that all children receive benefits alongside Pupil Premium children receiving tailored interventions. It is this staffing which uses the majority of our funding.</p> <p>Sum Dog maths intervention provided at home to allow children to work independently.</p> <p>Regular Sum Dog competitions with outcomes celebrated in school</p> <p>Sum Dog/Bug Club sessions available in school at lunchtime computer club - Pupil Premium funding is used to pay for part of our on line subscriptions to allow children to access a structured improvement programme for reading and maths as part of their homework entitlement.</p> <p>Provision of sets of school uniform for families in need - Pupil Premium funding</p> <p>Some of our proactive parents regularly encourage other parents to support school and their child's education.</p>

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<p>Low value placed on education at home</p>	<p>Persistent absentees and children who are taken on holidays in term time. Lateness - regular for some families Lack of resources from home provided eg PE kit/uniform Lack of homework/reading at home</p>	<p>Parents' courses, regular meetings with parents, close inter agency working to support parents and families Attendance work Staff greeting children as they come in every morning and providing regular reminders about being on time.</p>
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<p>Lack of engagement of parents/carers with educational progress of children</p>	<p>Approx 20% of parents do not attend Parents' Evening Often parents are unaware of what is age related. Parents do not often come and talk about progress - unless they are specifically invited Many children are taken out of school to move/change schools/return to other countries without considering their education</p>	<p>Regular attainment reports sent home throughout the year. Staff always available to discuss and explain Exhibitions of children's work from all classes for parents to attend and see what their children are/have been doing Model lessons available throughout the year for parents to observe and take part in Reading together across KS1 Regular invitations to school assemblies and opportunities to participate in school life Support for parents on the school website Leaflets available in school to support parents Keeping Up With The Children courses TalkBoost training for parents</p>
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<p>Low aspirations/expectations from family/learners/ and most crucial of all - staff</p>	<p>People are unwilling to ask children to do things they don't want to do. Poor spoken language surrounding children. Adults who don't see that they need to improve their spoken language and basic skills and are unwilling to change - we was etc Immediate happiness is seen as the main aim when dealing with children and often having a non negotiable approach to the completion of work to an expected standard and positive learning behaviour is seen as making the children unhappy and therefore wrong Recruitment in this area is often an issue and sourcing candidates of the right calibre can be difficult</p>	<p>Pupil Premium funding spent on high quality, skilled staff to support classes across school. These staff aim to raise the standards of all pupils by making the staff:pupil ratio more favourable to allow all children to receive more attention, raising expectations and standards in all classes, providing tailored support for Pupil Premium pupils</p> <p>An expectation for staff to improve spoken and written language. A collegiate approach - everyone has to believe that it matters and try to improve themselves.</p>
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<p>Lack of awareness of education/training and employment opportunities</p>	<p>Worklessness in local area Many parents who don't work/are unable to work and aren't involved in training Many families where no-one has attended university and so children don't aspire to do this No desire to carry on in learning - there are some children who don't share their aspirations with their family or who do not have aspirations for themselves</p>	<p>Parent Support Worker to run/organise courses with parents and carers Many staff available to translate for and support parents - signposting to other services Use of translators INTO University programme for years 5 and 6</p>
<p>Limited opportunities outside school leading to narrower range of experiences</p>	<p>Lack of visits/trips to other places Limited life around local area Staying at home in the holidays - computers/tablets/phones etc leading to a lack of communication with those around them Lack of exploration of Nottingham, Britain and areas other than to visit family abroad</p>	<p>Visits and visitors to enrich the curriculum take place on a regular basis across school. These are supported with some Pupil Premium funding. This enables us to enrich the curriculum we provide and to allow our pupils to experience things that are new and exciting. It develops their curiosity and imagination by furthering their understanding of all aspects of life. Positive use of the local area Sports competitions - PE funding</p>

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<p>Lack of self confidence and self esteem</p>	<p>We see a rising number of pupils who have no determination to achieve academically/at sport against other schools Many children are unresponsive or unwilling to face a challenge There is a notable lack of resilience if work is difficult - 'It's too hard...'</p>	<p>Resilience a key habit of learning across school. Interventions to support children with confidence and self esteem - Friends for Life, ELSA, DARE, Great project Talent shows and opportunities for children to showcase their talents Sports curriculum to provide a wide range of opportunities for children of all ages to get involved in a variety of sports - PE funding Regular competitions PE Apprentice - PE funding Fund raising initiatives - CIN, CR, SR, Race for Life P4C (Philosophy for Children) for all children in school - Pupil Premium funding is used to support the staffing of this initiative. We believe that this allows children to develop confidence when speaking aloud and allows them to draw on their own opinions and use them to explore an idea. It shows them that it is ok to have a different point of view to their classmates and how to express it skilfully and respectfully. Eco Club - a group of pupils who work as a team to make environmental changes to school and to have a strong voice in how their playground looks Regular music opportunities across school</p>
<p>Poor social and other skills</p>	<p>Evident across school and in the wider community Poor interactions with adults and peers in many cases Inability to sort out own friendship problems - this is very common. Children don't have the strategies to deal with falling out. Lack of understanding that they can't behave as they like for some children</p>	<p>Emphasising good manners in all relationships PSHE curriculum embedded across school Getting on and falling out - how do we do both and sort out the consequences. British Values emphasised and used in everyday life. Opportunities to speak aloud and to learn to challenge others effectively - P4C and other debating work We have an effective School Council who work hard to make positive changes to the school</p>

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<p>Mental and physical health issues</p>	<p>Attachment issues very common Many children and adults in the school community suffer from depression and or anxiety. Approx 10% of our pupils have been or are involved with Social Care.</p>	<p>Staff training to support attachment issues - ongoing Share project Counselling In My Shoes Extensive work with CAMHS Anxiety and maths research project with NTU PSHE curriculum Staff who are confident and able to discuss mental health issues with parents and children</p>
<p>Poor nutrition</p>	<p>Children who eat a poor diet - refuse fruit and vegetables Children who eat lots of sweets and sugary foods Increase in number of children who are overweight - this is often not seen as a problem by parents Children who struggle with physical exercise because they have poor fitness levels</p>	<p>School meals responsive to dietary needs. School cook works with children to ensure that new menus are suitable School allotment to study and participate in the growing of vegetables Health Living work with NTU Fitness work - Beat the Street competition</p>
<p>Lack of sleep</p>	<p>Many parents say that children refuse to go to bed/stay in bed at night Lack of sleeping routines and fixed bed times etc Parents regularly complain that children refuse to turn off computers etc Children yawning and struggling to concentrate in all classes across school</p>	<p>Advice for parents regarding routines Referrals for sleep support through the Single Point of Access Work with children about sleep</p>

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<p>Limited vocabulary</p>	<p>This is the biggest problem we see in reading tests and a huge issue in writing. Children and adults who do not experiment with vocabulary Children who don't hear an enriched vocabulary</p>	<p>All TAs given vocabulary support training and expected to use this on a regular basis in the classroom - all year groups Staff to introduce new vocab on a regular basis and use it when they speak, explaining meanings Staff to increase their own vocabularies</p>
<p>No support with reading at home and lack of access to books</p>	<p>Many children do not have books at home and will not choose to read Parents say children don't want to read See point 1 Many parents do not have the confidence to support their child at home as they do not read/understand English</p>	<p>Large range of reading books in school Class story - across school Reading at home initiative to ensure everyone reads Time in school to catch up on reading Dual language books to support in some cases Bug Club (monitored by TAs) to support children at home</p>
<p>Poor attendance</p>	<p>Overall school attendance is approx. 95%. To maintain this level, our DHT has to work hard to chase up all families who are falling behind. Many parents cite medical appointments and essential travel to see families over seas</p>	<p>Attendance work in school and with parents Waterstone's visit for children with 100% attendance each year Class attendance prize Letters home half termly Monitoring of registers on weekly basis to ensure children are in school Parent Support Worker work with parents We use a small part of Pupil Premium funding to support pupils who are in danger of developing poor attendance via our Breakfast Club. All pupils are able to join our waiting list for a free place, but pupils in receipt of Pupil Premium funding and poor attendance are given priority</p>

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Evaluation of Pupil Premium spending:

The vast majority of our Pupil Premium spending is used to provide high quality staff to support teaching and learning. Progress of pupils in receipt of Pupil Premium funding is evaluated at the end of every term by the class teacher and 2 members of the Senior Management Team. We also evaluate the teaching of the adults who work in this area. All children in receipt of funding access extra interventions and in class support during the year and their progress is evaluated individually.

The impact of visits and visitors into school is also evaluated after every experience. We evaluate the learning which has taken place, how the children have benefited from this learning and if the experience provided good value for money

Pupil Premium Strategy will be reviewed in May 2017 and August 2017.