



Pupil Premium Strategy Statement 2025/26

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	
School name	Scotholme
Number of pupils in school	415 + 33 Nursery
Proportion (%) of pupil premium eligible pupils	33.9%
Date this statement was published	12/9/25
Date on which it will be reviewed	20/7/26
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	£208,485
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£208, 485

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. 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.

Our Pupil Premium strategy is fully integrated within our School Improvement Plan, allowing us to prioritise quality first teaching and high quality interventions in line with whole school initiatives. All areas of the SIP are monitored and evaluated in line with specific success criteria and termly milestones, which enable us to understand the cost effectiveness of key actions.

Many of our children face significant challenges in their lives. As a school, we recognise 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. Therefore, our focus is on the needs of each child as an individual and how we support them to meet and exceed their potential. Therefore, we provide pastoral and family support at the point of identification.

We set ambitious predictions for all children who are assessed for working at /towards national standards. We set predictions through Fischer Family Trust and monitor the data on a termly basis as an SLT. Disadvantaged pupils are tracked termly through school and interventions provided accordingly. All interventions have entry and exit data and are reviewed for progress and additionally cost effectiveness.

Gap analysis is used to pinpoint where children need specific support and this is provided in the classroom, as part of an intervention or as an after school tuition session. Children are assessed at the bend of the period of support in order to gauge their progress and how well the action has met need.

To ensure our approach to teaching is cost effective, we measure attainment in reading, writing and maths and review our year group data and interventions at termly intervals during the year to help us to see how effective quality first teaching and specific interventions are.

Children with high levels of needs are assessed using the appropriate framework to meet their needs. They work on small steps targets and are formatively assessed on a daily basis to allow for progression and next steps development.

All year groups offer opportunities for parents and carers to take part in workshops, which enable them to support their children. This covers a range of areas including early writing, reading, phonics, multiplication and KS2 SATs tests. We record attendance data at our sessions and seek feedback on the usefulness of each area.

Our provision is designed to build the necessary skills, knowledge and emotional intelligence for every child, thus enabling them to reach their targets and beyond. Our children must know more, know how to do more, understand more and remember more. Because we recognise 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.

Building cultural capital is a key area of learning development for our pupils. We provide regular visits for children to visit local areas and further afield to take advantage of a range of opportunities such as museums, galleries and activities in nature. Theatre visits and visiting productions are used to bring stories to life and to help children to grow as readers and writers.

We invest in high quality CPD and 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. We maximise the impact of all professional development opportunities undertaken across the academic year, by actively applying learning to classroom practice, contributing to whole-school improvement priorities, and demonstrating sustained progress in line with the Teachers' Standards.

Investment in NPQ training, our school based leadership programme and leadership opportunities across the MAT ensure 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	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 suffer from ACEs. This can often impact on parenting.
2	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.
3	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.
4	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. We have developed children's confidence in this area.
5	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. Many of our parents are keen to work with children at home, if they know what to do.
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	Achievement at the end of KS2 is above national average. 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 broadly in line with national average. 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 required standard.
Retention of key knowledge	By embedding retrieval practice into learning sequences, children know more, know how to do more and remember more. We work collaboratively to ensure staff benefit from the best practice of others.
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. We focus on language and communication skills, helping children to explain their needs, take part in conversations and express their opinions.
Develop the resilience of all children in all areas	Observations of learning show children tackle learning in a more confident manner and persevere. They understand that mistakes lead to further learning and are able to use this effectively.²³⁴

	Children are becoming more comfortable when they are out of their comfort zone and many of them recognise that this is how they learn best.
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. They are able to work independently and to seek support for themselves where necessary.

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: £208,084

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: £500	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: £4000	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 4 ECT2 teachers through monitoring, team teaching, deliberate practice, MAT support COST: £3000	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/KM programme – 3/2 days per week.	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 quality first teaching in literacy and maths through planning and retrieval practice COST: £170,164	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

Developing oral skills and the ability to articulate needs/opinions through First News programme and training opportunities such as Twinkl/Camtree Oracy programme COST: £13,617		1, 2, 3, 6
Thinking Classrooms professional development for SLT, disseminated to all staff COST: £1650		1, 2, 3, 4, 5, 6
Investment in School Leadership programmes to strengthen leadership and raise standards COST: £2000		1, 2, 5
Improving teaching and learning through the use of IRIS Connect, WalkThrus and a coaching structure COST: £2633		1, 2, 5
Subject Leader development – 1 day per term for each subject leader COST: £10,520		

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £6,000	SOURCE: EEF Teaching Toolkit: 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	2
Small group language acquisition support for pupils COST: £4000	SMALL GROUP INTERVENTIONS – teacher/TA led, targeted to specific needs of pupils. POTENTIAL GAIN: +4 months	1
1:1 tuition daily sessions – 15 minutes per child using the Precision Teaching programme to boost basic skills Teacher/TA led support COST: £14,000	ONE TO ONE INTERVENTIONS= Teacher/TA led. Targeted to the needs of the pupil. Focused development and progress evaluation daily. POTENTIAL GAIN: +5 months	2
Daily sensory circuits/sensory practices for pupils with additional needs to ensure they are ready and able to learn TA led support COST: £7000	MASTERY LEARNING – High impact for low cost. Mastery maths sessions POTENTIAL GAIN: +5 months	2
Language interventions – Speech and language Therapy (SALT), Talk Boost and Nuffield Early Language Intervention (NELI) – EYFS/KS1. Small groups and 1:1 tuition.		1

SALT/formative assessment COST: £3000 Small group support to boost understanding and challenge for vulnerable pupils –teacher led. 2 staff – KS1, LKS2 COST: £6000 Assessment using PIRA/White Rose/low stakes testing where appropriate COST: £1000		1, 2, 3, 5, 6
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3) Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £70,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance reward scheme COST: £500	SOURCE: EEF Teaching Toolkit:	3, 4
Parents classes to help parents to develop family based skills to improve home life COST: see below	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: £31,976	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: £6,106	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: £12,5000	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: £8000	TIDESWELL ATTENDANCE HUB (DfE) Offering a wide range of after school clubs helps to increase children's attendance – moderate impact	1, 2, 4, 5
Subsidy for pupil experiences COST £1000		1, 2, 4



Weekly in school parent workshops to help parents to support their children at home COST: £1000		3
After school clubs to boost pupil attendance COST: £9500		

TOTAL BUDGETED COST: £319,666



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 2024 to 2025 academic year.

PROFESSIONAL DEVELOPMENT:

2 KS leads have completed their NPQSL qualification.

1 Foundation teacher has completed NPQEYL

Two teachers qualified as Apple coaches and have supported staff in school. We now have 4 Apple coaches.

One ECT has passed the second year of the programme and 4 ECT 1s passed the first year of the programme.

DEVELOPING TEACHING:

The AHT has worked with colleagues in Y3/4/5/6 and the DHT in years 1 and 2 for team teaching. As part of this, the AHT has mentored an ECT year 6 teacher on a daily basis in year 6 to help to close gaps in learning for year 6 pupils. Year 6 standards in reading, writing, maths and combined were above national.

The FS Lead has supported colleagues in F1 and 2 in areas which include risky play and early writing and phonics.

The KS1 lead worked across both year 2 classes to support teaching and learning. The end of KS1 results were very positive: reading 67%, writing 60%, maths 70%, combined 55%.

The SEND lead supported the successful setting up of enhanced provision to support a small group of children with higher level needs. They were able to access the personalised learning they need in a space where they are free to express themselves and communicate.

Iris Connect was used in all classrooms to help staff to focus on key areas of teaching. We looked at silent modelling and retrieval practice.

We worked on aspects of the writing curriculum to boost standards and develop staff skills.

Staff training focused on neurological development. This will continue next year.

We were successfully moderated in year 6 for writing. Writing standards at the end of KS2 were above national.

METACOGNITION:

Metacognition is in place across school and is now linked to social problem solving. Children are explicitly taught how to think and consider which thinking skills they are using in each scenario.

SENSORY CIRCUITS:

Sensory circuits have continued to add value to how children start their day and their readiness to learn. Staff have received training and regularly experiment with a range of different activities which stimulate children to learn. This has created a positive start to the school day by engaging all children in the group. There is additionally a measurable difference in gross motor skills for the children in the group.

SUPPORT FOR PARENTS:

Parents' workshops have again been popular in 24/25 and have helped parents to understand the expectations and ways to help in early reading, phonics, MTC and SATs for years 2 and 6. This has meant they are more able to support their children at home.

Year 6 workshops at the beginning of the year helped parents to understand how best to support their children in the run up to national testing and contributed to an improvement to national standards in reading, writing and maths.

Support from home for the MTC has meant more children are close to the maximum score and has really helped children to develop a sense of pride in their achievements in this area.

RETRIEVAL PRACTICE:

Retrieval practice as part of our commitment to quality first teaching, has been developed throughout the year. There is a firm foundation for 24/25, which will allow us to expand our repertoire of activities to include drama and other innovative methods for retrieving knowledge. Our success in this area so far will help us to make enhancements to our approach.



Members of the SLT devoted time to create a complete suite of literacy and numeracy plans for each year group. This enables class teachers to use PPA time to focus on assessment, gap analysis and retrieval practice planning.

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