



**Summary of Pupil Premium data for Scotholme**

<b>Total number of Pupil Premium children at the school</b>		126			
<b>Attainment of PP children across the whole school</b>			<b>Progress of PP children across the whole school</b>		
<b>Combined</b>	44/126	44%	<b>Combined</b>	50/126	40%
<b>Maths</b>	65/126	52%	<b>Maths</b>	58/126	46%
<b>Reading</b>	64/126	51%	<b>Reading</b>	55/126	44%
<b>Writing</b>	58/126	46%	<b>Writing</b>	71/126	56%

**Summary of Non Pupil Premium data for Scotholme**

<b>Total number of Non Pupil Premium children at the school</b>		224			
<b>Attainment of Non PP children across the whole school</b>			<b>Progress of Non PP children across the whole school</b>		
<b>Combined</b>	95/224	42%	<b>Combined</b>	92/224	41%
<b>Maths</b>	136/224	61%	<b>Maths</b>	100/224	45%
<b>Reading</b>	120/224	54%	<b>Reading</b>	104/224	46%
<b>Writing</b>	117/224	52%	<b>Writing</b>	107/224	48%

Using DFE progress measures for year 6 pupils:

Reading -0.2

Writing +1.7

Maths +2.6

93% of pupils made good progress in reading (ie made the standard predicted using government based scores or exceeded their expectations) and 96% in writing and maths.



**SHINE Multi Academy Trust – Pupil Premium Evaluation Document**

Focus areas (as identified by the DfE)	Fund allocation	Targeted groups in this area	Use of funds	How will the impact be assessed (specific, measurable outcomes)	Evidence (as of Summer 2018)
<b>PRIORITY 1: Actions focused on learning within the curriculum</b>	£150,000	A,B,C,E,F,G	Extra teachers to support PP pupils in all year groups across school	<p><b>BARRIERS FOR LEARNING:</b> extra support to compensate for lack of learning at home for some pupils, communication skills</p> <p><b>SUMMATIVE DATA</b> – analysis of assessments (SATs, Rising Star, NFER), PIRA/PUMA/FS assessment</p> <p><b>MONITORING DATA</b> – ladder data for each pupil to analyse gaps</p>	Observations of teaching and learning
<b>PRIORITY 2: Actions focused on social, emotional and behavioural issues</b>	£25,000	D, E	<p>ELSA assistant-2 x half days per week</p> <p>Counselling 1x day per week</p> <p>Emotional support 1x weekly</p> <p>Social skills support 1xweekly</p> <p>Forest Schools 2 x pms per week</p>	<p><b>BARRIERS FOR LEARNING:</b> Pupils will show improved self esteem, improved mental health outcomes</p> <p><b>SUMMATIVE DATA:</b> assessment data as above</p> <p><b>MONITORING DATA:</b> observations of learning</p>	<p>Audit of support available:</p> <p>ELSA</p> <p>Friends for Life</p> <p>Counselling x 2</p> <p>Forest School – 2 days per week</p>



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<b>PRIORITY 3: Actions focused on enrichment beyond the curriculum</b>	£3500  £10,000	G	EAL groups – new to English 2 x half days TA support  Funding allocation for trips and visitors (this is match funded by the main budget to ensure all families receive support with costs)	<b>BARRIERS FOR LEARNING:</b> (Limited life experiences)Communication skills <b>SUMMATIVE DATA:</b> <b>MONITORING DATA:</b> observations of learning in classroom -	EAL work  Trips and visits log – CEO report
<b>PRIORITY 4: Actions focused on families and communities</b>	£13,700	D	Breakfast club – places allocated for children with PP as a priority. Staff to hear readers and to support children’s emotional state at the start of the day.  Priority Families support 1x day per week	<b>BARRIERS FOR LEARNING:</b> (Poor attendance), complex home lives, lack of support with learning <b>SUMMATIVE DATA:</b> attendance percentages over the course of the academic year <b>MONITORING DATA:</b> emotional state observations -	Breakfast club register  Priority Families documentation



**SHINE Multi Academy Trust – Pupil Premium Planning Document**

Focus areas (as identified by the DfE)	Fund allocation	Targeted groups in this area	Use of funds	How will the impact be assessed (specific, measurable outcomes)	Evidence (as of Summer 2018)
<p><b>PRIORITY 5: Actions focused on providing alternative learning pathways and specialist curriculum</b></p>	<p>£ see priority 1</p> <p>£ see priority 3</p>	<p>All groups</p> <p>G</p>	<p>Support groups designed for individual pupils led by extra teachers.</p> <p>EAL provision – extra teachers and 2x half days per week EAL TA</p>	<p><b>BARRIERS FOR LEARNING:</b> Poor spoken language and communication</p> <p><b>SUMMATIVE DATA:</b> Language levels, assessment data where appropriate</p> <p><b>MONITORING DATA:</b> Language levels, classroom observations</p>	<p>Provision Mapping - Bluehills</p>