



Barriers to achievement (based on Sir John Dunford's research)	Please tick the three most prevalent barriers for the coming year
1. Lack of support at home with learning	<input checked="" type="checkbox"/>
2. Low aspirations and expectations on the part of the family or the learners themselves	
3. Low aspirations and expectations by members of staff at the school	
4. Weaker language and communication skills	
5. Limited opportunities outside of school, leading to a narrower range of experiences	
6. Poor attendance	
7. Social and emotional difficulties	<input checked="" type="checkbox"/>
8. Behavioural issues	
9. Mental and physical health issues, often undiagnosed	
10. Complex home-lives	<input checked="" type="checkbox"/>
11. Lack of awareness of education, training and employment opportunities	

*\* Your actions for the year must plan to address the identified barriers above \**



**School summary information**

<b>School</b>	Scotholme				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£164,712	<b>Date(s) of internal PP Reviews for this academic year</b>	Data discussions – Jan 2021 April 2021 July 2021
<b>Total number of pupils</b>	404 in main school 46 in Nursery	<b>Number of pupils eligible for PP</b>	104 105 (incl F1)	<b>Date(s) of governor PP Reviews happening this academic year</b>	Data meeting – January 2021 End of year data – July 2021

<b>Key Pupil Premium groups targeted across SHINE Trust</b>	<b>Additional Pupil Premium groups targeted by the school (these will vary according to school context and needs)</b>
A. Pupil Premium	F. Both Pupil Premium and girls in Maths
B. Both Pupil Premium and low attaining	G. Both Pupil Premium and EAL high level
C. Both Pupil Premium and high attaining	
D. Both Pupil Premium and school high concern	
E. Both Pupil Premium and CIN or CP	



**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)
<p><b>PRIORITY 1</b>  <b>Actions focused on learning within the curriculum</b></p>	<p><b>TOTAL –                      £210,698.92</b></p>	<p>A,B,C,D,E,F,G</p>	<p>Extra teachers to support PP pupils in all year groups across school via small group/individual support</p> <p>Language support – specialist teaching provided</p>	<p><b>BARRIERS FOR LEARNING:</b> extra support to compensate for lack of learning at home for some pupils, extra support for other pupils who may not have access to equal amounts of teacher time</p> <p><b>SUMMATIVE DATA:</b> analysis of assessments: SATs/PIRA/PUMA/FS assessment, precision teaching/other interventions</p> <p><b>MONITORING DATA:</b> ladder information for each pupil to analyse gaps, interventions to be monitored on Blue Hills, termly data analysis for year groups, discussions between class staff involved on a regular basis to ensure progress is made</p>



<p><b>PRIORITY 2</b>  <b>Actions focused on social, emotional and behavioural issues</b></p>	<p><b>TOTAL –</b>  <b>£59,431.66</b></p>	<p>A to G          Emphasis on D, E</p>	<p>ELSA assistant-2 x half days per week          Emotional support 1x weekly          Social skills support 1x weekly          Forest Schools 2 x pms per week          Encourage children to speak, communicate, collaborate, form positive relationships</p>	<p><b>BARRIERS FOR LEARNING:</b> Lack of self-esteem and self-worth  <b>SUMMATIVE DATA:</b> assessment data as above, PASS survey Jan/July, return to school Covid survey  <b>MONITORING DATA:</b> observations of learning, discussions with pupils, observations of behaviour, discussions with parents/carers</p>
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<p><b>PRIORITY 3</b> Actions focused on enrichment beyond the curriculum</p>	<p>£3000 (2 terms)</p> <p>£5,000 (2 terms)</p> <p><b>TOTAL-£8000</b></p>	<p>A to G</p>	<p>Children receive extra support in years 2 and 6 in after school clubs and Easter School</p> <p>Building cultural capital - Funding allocation for trips and visitors (this is match funded by the main budget to ensure <b>all</b> families receive support with costs)</p> <p>Activities to promote oracy and communication.</p>	<p><b>BARRIERS FOR LEARNING:</b> Limited life experiences and opportunities outside school, adults working to provide high expectations of learning, weaker language and communication skills</p> <p><b>SUMMATIVE DATA:</b> PASS survey Jan/July, SATs and test data</p> <p><b>MONITORING DATA:</b> observations of learning in classroom, discussions with pupils and on visits</p>
<p><b>PRIORITY 4</b> Actions focused on families and communities</p>	<p>£10000</p> <p><b>TOTAL-£10000</b> (See priority 2)</p>	<p>D, E</p>	<p>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.</p> <p>Communication with peers and staff</p> <p>Priority Families support 1x day per week to support families - Ann</p>	<p><b>BARRIERS FOR LEARNING:</b> Poor attendance, complex home lives, lack of support with learning and lack of expectation</p> <p><b>SUMMATIVE DATA:</b> attendance percentages over the course of the academic year, PASS survey Jan/July</p> <p><b>MONITORING DATA:</b> emotional state observations, measurable outcomes from PF work, CPOMs data</p>



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<b>PRIORITY 5</b> Actions focused on providing alternative learning pathways and specialist curriculum	£ see priority 1	All groups	Support groups designed for individual pupils led by extra teachers. Extra in-class provision	<b>BARRIERS FOR LEARNING:</b> Poor spoken language and communication, lack of modelling of high expectation. <b>SUMMATIVE DATA:</b> Language levels, assessment data where appropriate <b>MONITORING DATA:</b> classroom observations, discussions with pupils and staff, end of term data – attainment and progress, B squared data
	£ see priority 3	A to G	Forest School project	
	£ see priority 2	A,B,G	SEND provision – alternative curriculum and support for pupils who do not receive HLN funding	

**TOTAL SPEND: £288,130.58**

In addition to children from groups A to G, this spend also benefits children who are not on the PP register, as they receive additional support from class teachers when there are additional adults working in the room. They also benefit from trip subsidy and after school tuition. This still means that the entire PP funding is spent on PP pupils.