



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	28%
Date this statement was published	21/11/2021
Date on which it will be reviewed	1/11/21
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	£125,085
Recovery premium funding allocation this academic year	£7625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£132,710</b>



## 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 and high quality pastoral care. We invest in tailored training for all staff, to ensure teaching, learning and pastoral care are highly effective for everyone, sourcing expertise and opportunities for development from within our MAT and beyond.

We understand the challenges faced by our vulnerable pupils, recognising that not every child who receives pupil premium funding is socially disadvantaged and also that not every child who is socially disadvantaged receives pupil premium funding. Our focus is on the needs of every child and how we can best support them to exceed their potential.

Our Pupil Premium strategy is integrated within our School Improvement Plan and our Learning Recovery programme.

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. To do this, we use appropriate diagnostic assessments to help us to understand each child's unique context and hence the support they need.

We do this through: high quality teaching alongside tailored intervention and support.

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 provide pastoral and family support at the point where need is identified.

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



## 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. 93% 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. Despite appropriate remote education opportunities and the availability of technical equipment, many pupils did not learn successfully during lockdowns. These pupils are now further behind.
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 behaviour or through lack of aspiration.
4	Complex home lives.
5	Lack of resilience and fear of making mistakes.
6	Low aspirations from pupils and their families.



## 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 are able to access the appropriate support to enable them to enjoy and fully benefit from their time in school both socially, behaviourally and academically. They are able to self-regulate their behaviour and successfully influence the behaviour of others around them.
Reading, writing and maths	All pupils achieve their targets, which include support for learning recovery.
Phonics	Year 1 phonics screening test scores are in line with national average or above.
Raise aspirations and levels of interest and participation for all pupils	Raised attainment in all subjects through school visits, increased knowledge and accumulation of cultural capital
EYFS – raising standards in all areas.	Raised attainment of all pupils to enable them to meet their targets. The majority of pupils or above will 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.



## 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: £29,850**

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. <b>COST: £500</b>	<b>SOURCE: EEF Teaching Toolkit:</b>  <b>ORAL LANGUAGE INTERVENTIONS</b> – high impact. Class teaching of communication skills. Effective assessment through threshold concepts. <b>POTENTIAL GAIN: +6 months</b>	1,2,5
CPD for writing – whole staff <b>COST: £600</b>	<b>FEEDBACK</b> -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. <b>POTENTIAL GAIN: +7 months</b>	1,2,5
Development of oracy across school. PDMs, team teaching, monitoring and evaluation <b>COST: £500</b>	<b>META COGNITION</b> – very high impact. Developing a learning to learn thought to action process, thinking aloud. <b>POTENTIAL GAIN: +7/8 months</b>	1,2
Early career framework support for one ECT1 and two RQT teachers through monitoring, team teaching, deliberate practice, MAT support <b>COST: £750</b>	<b>EARLY NUMERACY TEACHING – high impact.</b> Mastering Number project, Number Sense –resources and staff development <b>POTENTIAL GAIN: +6 months</b>  <b>EARLY YEARS – PLAY BASED LEARNING</b> – high impact. Use of monitored play through plan, do, review cycle and appropriate intervention. <b>POTENTIAL GAIN: +5 months</b>	1,2



<p>Mastering number project from NCETM for F2/KS1 Early Numeracy teaching <b>COST: £500</b></p>		1,2,3
<p>Recruitment of highly skilled TA in F2 <b>COST: £5,000</b></p>		1,2,3,5
<p>Use of feedback and feedforward for learning in literacy and maths. Whole school training and team teaching support. Support for feedback sessions. Work with partner school <b>COST: included in SLT support</b></p>		1,2,5
<p>Support to develop teaching skills – AHT/DHT programme – 2 days per week <b>COST: £21,000</b></p>		2
<p>Developing learning to learn skills – staff training and team teaching support <b>COST: £1000</b></p>		1,2
<p>Use of plan, do, review cycle for pupils <b>COST: included in TA costs</b></p>		1,5



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

**Budgeted cost: £64,800**

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 following lockdowns. Pre and post assessments Teacher/TA led support <b>COST: £5,000</b></p>	<p><b>SOURCE: EEF Teaching Toolkit:</b></p> <p><b>ORAL LANGUAGE INTERVENTIONS</b> – high impact. Small group 1:1 interventions to boost speaking and listening. SALT and NELI trained TAs to deliver <b>POTENTIAL GAIN: +6 months</b></p>	1,2,
<p>Small group language acquisition support for pupils with EAL – teacher led. Regular formative assessment <b>COST: £10,000</b></p>	<p><b>SMALL GROUP INTERVENTIONS –</b> teacher/TA led, targeted to specific needs of pupils. <b>POTENTIAL GAIN: +4 months</b></p>	1,2,3
<p>1:1 tuition daily sessions – 15 minutes per child using the Precision Teaching programme to boost basic skills Teacher/TA led support <b>COST: £5000</b></p>	<p><b>ONE TO ONE INTERVENTIONS=</b> Teacher/TA led. Targeted to the needs of the pupil. Focused development and progress evaluation daily. <b>POTENTIAL GAIN: +5 months</b></p>	1,2
<p>Language interventions – Speech and language Therapy (SALT) and Nuffield Early Language Intervention (NELI) – EYFS/KS1. Small groups and 1:1 tuition. SALT/formative assessment <b>COST: £1800</b></p>	<p><b>EASTER SCHOOL- Medium impact. 2 days intense support using small group and collaborative learning projects.</b> <b>POTENTIAL GAIN: +3 months</b></p>	1,2,3
<p>Easter school – 2 day booster for Y6 pupils <b>COST: £1000</b></p>		1,2,3
<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 <b>COST: £52,000</b></p>		1,2,3



### 3) Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £46,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cojo – RESPECT character curriculum through collaborative learning <b>COST: £1800</b>	<b>SOURCE: EEF Teaching Toolkit:</b>  <b>SOCIAL AND EMOTIONAL LEARNING PROGRAMMES –</b> positive impact.	1,5,6
Forest School – social and emotional learning programme 1 day per week for 2 trained staff <b>COST: £9000</b>	Forest School – blocks of learning ELSA – blocks of therapy SHARE project	1,5,6
ELSA – emotional literacy support assistant – 2 pms per week with trained TA <b>COST: £4500</b>	<b>POTENTIAL GAIN: +4 months</b>	1, 4, 5, 6
Breakfast Club – to provide the best possible start to the day <b>COST: £10,000</b>	<b>COLLABORATIVE LEARNING -</b> Mixed attainment groups in problem solving activities – high impact <b>POTENTIAL GAIN: +5 months</b>	1,4,5
SHARE project: Raising self-esteem and making positive relationships for vulnerable pupils across school <b>COST: £500</b>	<b>EARLY YTEARS PARENTAL ENGAGEMENT –</b> moderate impact <b>POTENTIAL GAIN =4 months</b>	1, 4, 5
Specialised programmes to support children at risk of exclusion – Collaborative Proactive Solutions (CPS), R2i – cover for class teachers to work with SENCO <b>COST: £500</b>	<b>EARLY YEARS SELF REGULATION ACTIVITIES –</b> high impact. <b>POTENTIAL GAINS: +5 months</b>	4, 5,6
Parent workshops to deliver support for reading, writing and maths COST: £1000		3, 4
Family support – work with vulnerable families SENCO and PSW <b>COST: £20,000</b>		4, 6

**Total budgeted cost: £ 140,950**



## 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 2021 to 2022 academic year.

Analysis of KS1 SATs data shows that there are key issues in the current year 2. This is partly due to children missing a high percentage of their education due to lockdowns and periods of isolation from March 2020 to July 2021. This was most detrimental to pupils with EAL and disadvantaged pupils. Despite rolling out a programme of laptop allocation and the provision of online learning, many pupils failed to make appropriate progress, leaving significant gaps in their knowledge. Teaching this year has focused on closing the gaps in FS and year 1 knowledge, which has led to children not progressing as quickly as expected with year 2 knowledge.

The Mastering Number project in year 2 has helped the children to develop some basic fluency. Year 2 have focussed on embedding the year 1 phonics content, which has been successful in ensuring the majority of them have passed the Phonics Check. Next year, we will adapt our approach to spelling to focus on phonics to help children to build their skills as they go into year 3.

The Phonics programme has been successful in year 1, with 80% of pupils reaching the expected standard. This will be further developed next year with specific year 2 content. Foundation Stage 2 have made rapid progress with the phonics scheme, which will help to increase the percentage of pupils achieving the phonics check with higher scores.

Extra staffing in years 2, 3 and 5 has improved provision for disadvantaged pupils through targeted interventions and quality first teaching in smaller groups. Pupil progress data and work sampling shows the progress made

Daily interventions for pupils and after school tuition groups have been particularly successful in year 6, where the SATs data showed we were above the national average for reading, writing and combined.

Interventions focussed on times tables in year 4 helped 71% of our pupils to achieve a score of 24 or 25 in the Multiplication Check.



Observations of pupils who have participated in social and emotional learning programmes such as Forest School and ELSA, show that they are more confident, they develop stronger relationships and are more settled in school.

### 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	CoJo
Rocket Phonics	Pearsons