



Summary of Pupil Premium data for Scotholme – End of 2019 data

Total number of Pupil Premium children at the school		121			
Attainment of PP children across the whole school			Progress of PP children across the whole school		
Combined	59/121	49%	Combined	96/121	79%
Maths	74/121	61%	Maths	104/121	86%
Reading	77/121	63%	Reading	110/121	91%
Writing	66/121	55%	Writing	112/121	93%

Summary of Non Pupil Premium data for Scotholme

Total number of Non Pupil Premium children at the school		234			
Attainment of Non PP children across the whole school			Progress of Non PP children across the whole school		
Combined	125/234	53%	Combined	202/234	86%
Maths	157/234	67%	Maths	217/234	93%
Reading	146/234	62%	Reading	211/234	90%
Writing	130/234	56%	Writing	219/234	93%

Using DFE progress measures for year 6 pupils:

Reading: -1.00

Writing: -0.95

Maths: +2.2



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 2019)
<p>PRIORITY 1: Actions focused on learning within the curriculum</p>	<p>£140,247 Helen -4 days Kate -1day Becky and Carl -2 days each Emma -2 days Marcin -5 days Trish- 2 pms</p>	<p>A,B,C,E,F,G</p>	<p>Extra teachers to support PP pupils in all year groups across school Language support – specialist teaching provided by Marcin and Trish</p>	<p>BARRIERS FOR LEARNING: 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 SUMMATIVE DATA – analysis of assessments (SATs, Rising Star, NFER), PIRA/PUMA/FS assessment, precision teaching MONITORING DATA – ladder data 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>DATA: see data table Extra reading support provided for children who are not heard to read at home. Classroom support to provide extra learning support in Y1,2,3,4,6 Extra support provided in Y5 – Summer term</p>



<p>PRIORITY 2: Actions focused on social, emotional and behavioural issues</p>	<p>£14,283 Vee 2 pms, Romany 1 day Nova 1 day Helene 0.5 Sue E 0.5 Jane 1 day Suzanne 1 day</p>	<p>D, E</p>	<p>ELSA assistant-2 x half days per week Counselling 2x day per week Emotional support 1x weekly Social skills support 1x weekly Forest Schools 2 x pms per week</p>	<p>BARRIERS FOR LEARNING: Lack of self-esteem and worth SUMMATIVE DATA: assessment data as above, PASS survey MONITORING DATA: observations of learning, discussions with pupils</p>	<p>Children who have completed counselling and ELSA all identified positive feelings and a life change. Observations of children show greater positivity Allotment observations show greater independence and social ability to interact positively with others.</p>
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PRIORITY 3: Actions focused on enrichment beyond the curriculum	£6000 £10,000	A,B,C,D,E,F,G	Children receive extra support in years 2 and 6 in after school clubs and Easter School Funding allocation for trips and visitors (this is match funded by the main budget to ensure all families receive support with costs)	BARRIERS FOR LEARNING: Limited life experiences, adults working to provide high expectations of learning SUMMATIVE DATA: PASS, SATs and test data MONITORING DATA: observations of learning in classroom and on visits	All children receiving small group after school support reached targets and in some cases exceeded.
PRIORITY 4: Actions focused on families and communities	£10,000 Ann D 1 day per week - £7200	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	- BARRIERS FOR LEARNING: (Poor attendance), complex home lives, lack of support with learning and lack of expectation SUMMATIVE DATA: attendance percentages over the course of the academic year, PASS data MONITORING DATA: emotional state observations, measurable outcomes from PF work	Breakfast clubs supports children who need a positive start to the day. Fewer incidents of poor behaviour/lateness and where children have come in unhappy, it has been easier to work with them to regulate their behaviour. Families have benefited from extra support and better links to external agencies via Priority Families approach.



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 2019)
PRIORITY 5: 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.	BARRIERS FOR LEARNING: Poor spoken language and communication, modelling of high expectation	Children have benefited from language support – this increased expected SATs scaled score for all pupils involved in year 6. New to English children settled into school quickly, picking up the language with greater confidence. Forest School project supported pupils with additional needs in developing social skills, following instructions and responding positively to school life.
	£ see priority 3	G	EAL provision – extra teachers and 2x half days per week EAL TA	SUMMATIVE DATA: Language levels, assessment data where appropriate	
	£ see priority 2	D	Forest School project	MONITORING DATA: Language proficiency levels, classroom observations, discussions with pupils	

Total Spend in 2018/19 - £187, 730