



**Summary of Pupil Premium data for Scotholme – End of Spring 2020 data**

<b>Total number of Pupil Premium children at the school</b>		113			
<b>Attainment of PP children across the whole school</b>			<b>Progress of PP children across the whole school</b>		
<b>Combined</b>	57/113	50%	<b>Combined</b>	90/113	80%
<b>Maths</b>	70/113	62%	<b>Maths</b>	102/113	90%
<b>Reading</b>	71/113	63%	<b>Reading</b>	103/113	91%
<b>Writing</b>	58/113	51%	<b>Writing</b>	102/113	90%

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

<b>Total number of Non Pupil Premium children at the school</b>		241			
<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>	126/241	52%	<b>Combined</b>	190/241	79%
<b>Maths</b>	154/241	64%	<b>Maths</b>	213/241	88%
<b>Reading</b>	164/241	68%	<b>Reading</b>	216/241	90%
<b>Writing</b>	136/241	56%	<b>Writing</b>	225/241	93%

Using DFE progress measures for year 6 pupils:

None available



**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 2020)
<b>PRIORITY 1: Actions focused on learning within the curriculum</b>	£189,958 Helen -4 days(41,470) Kate - 1day(19,307) Becky (28,904) and Carl (32778) -2 days each Emma -2 days(20530) Marcin -5 days (46,969)	A,B,C,E,F,G	Extra teachers to support PP pupils in all year groups across school Language support – specialist teaching provided by Marcin	<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 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><b>AUTUMN/SPRING 1:</b>                      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 for Autumn and Spring 1                      EAL support provided as required                      Intervention support across the year group</p> <p><b>SCHOOL CLOSURE PERIOD:</b>                      Monitoring and evaluating online learning                      Support provided in school                      Online support via Class Dojo/website/YouTube channel                      Bespoke support provided where required                      Regular with families                      Planning for teaching and learning to support all pupils, including bespoke programmes for individuals</p>



<p><b>PRIORITY 2: Actions focused on social, emotional and behavioural issues</b></p>	<p>£27,809 Vee 2 pms (5,616) Nova 1 day (8,000) Sue E 0.5 (2,985) Jane 1 day (5,604) Suzanne 1 day (5,604)</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><b>BARRIERS FOR LEARNING:</b> Lack of self-esteem and worth <b>SUMMATIVE DATA:</b> assessment data as above, PASS survey <b>MONITORING DATA:</b> observations of learning, discussions with pupils</p>	<p><b>AUTUMN/SPRING 1:</b> Children who have completed counselling and ELSA all identified positive feelings. Observations of children show greater positivity Allotment observations show greater independence and social ability to interact positively with others. Staff used PASS survey to provide bespoke support for the children in class who presented as having difficulties in school <b>SCHOOL CLOSURE PERIOD:</b> Support activities to promote wellbeing via Class Dojo and the school website Videos and learning experiences via school website and YouTube channel Support for vulnerable pupils in school Regular contact with families</p>
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### 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)
<b>PRIORITY 3: Actions focused on enrichment beyond the curriculum</b>	£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 <b>all</b> families receive support with costs)	<b>BARRIERS FOR LEARNING:</b> Limited life experiences, adults working to provide high expectations of learning <b>SUMMATIVE DATA:</b> PASS, SATs and test data <b>MONITORING DATA:</b> observations of learning in classroom and on visits	<b>AUTUMN /SPRING 1:</b> All children receiving small group after school support in years 2 and 6. No Easter school Trips and visits - funding to support all children accessing these experiences <b>SCHOOL CLOSURE PERIOD:</b> Enrichment curriculum provided for 13 week period for vulnerable pupils in school
<b>PRIORITY 4: Actions focused on families and communities</b>	£10,000  £12,625	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 and lack of expectation <b>SUMMATIVE DATA:</b> attendance percentages over the course of the academic year, PASS data <b>MONITORING DATA:</b> emotional state observations, measurable outcomes from PF work	<b>AUTUMN/SPRING 1:</b> 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. <b>SCHOOL CLOSURE PERIOD:</b> Work packs provided Resources provided Regular contact with families



**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)
<b>PRIORITY 5: Actions focused on providing alternative learning pathways and specialist curriculum</b>	£ see priority 1	All groups	Support groups designed for individual pupils led by extra teachers.	<b>BARRIERS FOR LEARNING:</b> Poor spoken language and communication, modelling of high expectation <b>SUMMATIVE DATA:</b> Language levels, assessment data where appropriate <b>MONITORING DATA:</b> Language proficiency levels, classroom observations, discussions with pupils	<b>AUTUMN/SPRING 1:</b> 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. <b>SCHOOL CLOSURE PERIOD:</b> see priorities 1,2,3
	£ see priority 3	G	EAL provision – extra teacher		
	£ see priority 2	D	Forest School project		

**Total Spend in 2019/20 - £256,392**

This spend will benefit children who are not on the PP register, as they get 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.