



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"/> (delete as appropriate)
2. Low aspirations and expectations on the part of the family or the learners themselves	(delete as appropriate)
3. Low aspirations and expectations by members of staff at the school	(delete as appropriate)
4. Weaker language and communication skills	(delete as appropriate)
5. Limited opportunities outside of school, leading to a narrower range of experiences	(delete as appropriate)
6. Poor attendance	(delete as appropriate)
7. Social and emotional difficulties	<input checked="" type="checkbox"/> (delete as appropriate)
8. Behavioural issues	(delete as appropriate)
9. Mental and physical health issues, often undiagnosed	(delete as appropriate)
10. Complex home-lives	<input checked="" type="checkbox"/> (delete as appropriate)
11. Lack of awareness of education, training and employment opportunities	(delete as appropriate)

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



School summary information

School	Scotholme				
Academic Year	2019/20	Total PP budget	£175,000	Date(s) of internal PP Reviews for this academic year	Data discussions – Jan 2020 April 2020 July 2020
Total number of pupils	411 in main school 57 in Nursery	Number of pupils eligible for PP	97	Date(s) of governor PP Reviews happening this academic year	Data meeting – January 2020 End of year data – July 2020

Key Pupil Premium groups targeted across SHINE Trust	Additional Pupil Premium groups targeted by the school (these will vary according to school context and needs)
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>PRIORITY 1 Actions focused on learning within the curriculum</p>	<p>£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)</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</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/PIRA/PUMA/FS assessment, precision teaching/other interventions 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>PRIORITY 2 Actions focused on social, emotional and behavioural issues</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>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>



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PRIORITY 3 Actions focused on enrichment beyond the curriculum	£6000	A,B,C,D,E,F,G	Children receive extra support in years 2 and 6 in after school clubs and Easter School	BARRIERS FOR LEARNING: Limited life experiences, adults working to provide high expectations of learning. Weaker language and communication skills SUMMATIVE DATA: PASS, SATs and test data MONITORING DATA: observations of learning in classroom and on visits -
	£10,000		Funding allocation for trips and visitors (this is match funded by the main budget to ensure all families receive support with costs)	
PRIORITY 4 Actions focused on families and communities	£10,000	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.	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
	£12,625		Priority Families support 1x day per week	



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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. Extra in-class provision	BARRIERS FOR LEARNING: Poor spoken language and communication, modelling of high expectation. SUMMATIVE DATA: Language levels, assessment data where appropriate MONITORING DATA: classroom observations, discussions with pupils and staff, end of term data – attainment and progress
	£ see priority 3	G	EAL provision – extra teachers and 2x half days per week EAL TA	
	£ see priority 2	D	Forest School project	

TOTAL SPEND: £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.