



Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	412 + 33 Nursery
Proportion (%) of pupil premium eligible pupils	30.5%
Date this statement was published	1/11/22
Date on which it will be reviewed	26/7/23
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	£170,355
Recovery premium funding allocation this academic year	£30,789 including tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£200,124



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. 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 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 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. To this end, we provide pastoral and family support at the point where need is identified.

Our Pupil Premium strategy is integrated within our School Improvement Plan.

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 provide the support they need. Because we understand that quality first teaching is the key to this, a programme of professional coaching is in place to continue to develop teaching across our school, ensuring that we are able to take advantage of the latest evidence based research and we all grow as professionals.

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

Investment in NPQ training and our school based leadership programme ensures that we have sustainable leadership in all areas of school life. This is regularly reviewed through the provision of leadership mentors and coaches.



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. Isolation from English and the need to discuss/explain etc during the pandemic has had a significant impact on children's ability to communicate effectively.
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. Although there were successes last year, there is still a tangible gap between where the children are and where they should be
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 their child's behaviour or through lack of aspiration. Many parents have shown that they are keen to work with children if they know what to do. They need help and support to enable them to have the confidence to help their children.
4	Complex home lives. Around 60% of our pupils live in homes where there are complex challenges including neglect, mental health difficulties, addiction, domestic abuse, poverty and children who have suffered from ACEs. The situation is being made worse by the current cost of living and fuel crises.
5	Lack of resilience and fear of making mistakes. Many children find it hard to keep trying because they fear they will fail. They are afraid to make mistakes, thus limiting their ability to explore and try to find solutions.
6	Low aspirations. A number of children don't know what they might want to be or where they want their lives to go in the future. They are not able to link work in school with future ambition



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. When they move on, they are able to approach the next stage in their lives with confidence.
Reading, writing and maths	All pupils achieve their targets. These are readily reviewed and the support of parents is enlisted through parents evenings, pupil trackers, homework and in school support sessions.
Phonics	Year 1 phonics screening test scores are in line with national average or above. FS phonics ensures that the vast majority of children are able to access the year 1 programme.
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.
Improved whole school learning behaviour through the use of meta cognition strategies	Children are more proactive in their behaviour. They use advice given to make changes to their understanding and the work they produce.



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: £ 44, 550

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. COST: £750	SOURCE: EEF Teaching Toolkit: ORAL LANGUAGE INTERVENTIONS – high impact. Class teaching of communication skills. Effective assessment through threshold concepts. POTENTIAL GAIN: +6 months	1, 2
Coaching leaders training to enable SLT to train key staff in coaching COST: £3800	FEEDBACK -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. The use of craftsmanship in art. POTENTIAL GAIN: +7 months	1, 2, 5, 6
Early career framework support for two ECT1 teachers and one ECT2 teacher through monitoring, team teaching, deliberate practice, MAT support COST: £1000	META COGNITION – very high impact. Developing a learning to learn thought to action process, thinking aloud. POTENTIAL GAIN: +7/8 months	1, 2, 3, 4, 5, 6
Mastering number project – roll out to KS2 to support individuals/small groups, further staff development FS/KS1 COST: £1000	EARLY NUMERACY TEACHING – high impact. Mastering Number project, Number Sense – resources and staff development POTENTIAL GAIN: +6 months	1,2
Support to develop teaching - AHT/DHT programme – 2 days per week COST: £30,000	EARLY YEARS – PLAY BASED LEARNING – high impact. Use of monitored play through plan, do, review cycle and appropriate intervention. POTENTIAL GAIN: +5 months ARTS PARTICIPATION – moderate impact for low cost POTENTIAL GAIN: +3 months	1,2

<p>Further development of feedforward in literacy and maths COST: SLT</p>		1, 2
<p>Developing the arts - the use of craftsmanship through sketchbooks in art, increasing pupil participation in making and experiencing music COST: £1000</p>		1, 5, 6
<p>Developing oral skills and the ability to articulate needs/opinions through First News programme COST: £1000</p>		1, 5, 6
<p>Metacognition – development of key actions and skills across school COST: £1000</p>		1, 2, 5, 6
<p>Investment in NPQ, Future Engage, Deliver and School Leadership programmes to strengthen leadership and raise standards COST: £5000</p>		1, 2, 3, 5, 6



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

Budgeted cost: £92,000

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 with learning recovery. Pre and post assessments Teacher/TA led support COST: £10,000</p>	<p>SOURCE: EEF Teaching Toolkit:</p> <p>ORAL LANGUAGE INTERVENTIONS – high impact. Small group 1:1 interventions to boost speaking and listening. SALT and NELI trained TAs to deliver POTENTIAL GAIN: +6 months</p>	2
<p>Small group language acquisition support for pupils with EAL – teacher led. Regular formative assessment COST: £12,000</p>	<p>SMALL GROUP INTERVENTIONS – teacher/TA led, targeted to specific needs of pupils. POTENTIAL GAIN: +4 months</p> <p>ONE TO ONE INTERVENTIONS= Teacher/TA led. Targeted to the needs of the pupil. Focused development and progress evaluation daily. POTENTIAL GAIN: +5 months</p>	1
<p>1:1 tuition daily sessions – 15 minutes per child using the Precision Teaching programme to boost basic skills Teacher/TA led support COST: £5000</p>	<p>MASTERY LEARNING – High impact for low cost. Mastery maths sessions POTENTIAL GAIN: +5 months</p>	2
<p>Daily sensory circuits/sensory practices for pupils with additional needs to ensure they are ready and able to learn TA led support COST: £5000</p>		2
<p>Language interventions – Speech and language Therapy (SALT), Talk Boost and Nuffield Early Language Intervention (NELI) – EYFS/KS1. Small</p>		1



<p>groups and 1:1 tuition. SALT/formative assessment COST: £2000</p> <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 COST: £58,000</p>		1, 2, 3, 5, 6
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3) Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 63,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance reward scheme COST: £1000</p> <p>Parents classes to help parents to develop family based skills to improve home life COST: PSW</p> <p>Parents Support Worker to support parents and carers with a wide range of issues and to signpost to relevant services. To provide a range of translation services COST: £25,000</p> <p>ELSA – emotional literacy support COST: £6000</p> <p>Friendship groups to support children to build strong relationships COST: £2000</p> <p>CoJo respect curriculum to develop character strengths COST: £1800</p> <p>Breakfast Club to provide the best possible start to the day. COST: £7,000</p> <p>Forest School – social and emotional learning programme</p>	<p>SOURCE: EEF Teaching Toolkit:</p> <p>PARENTAL ENGAGEMENT: Strategies to ensure high levels of attendance POTENTIAL GAIN: +4 months</p> <p>SOCIAL AND EMOTIONAL LEARNING PROGRAMMES – positive impact. Forest School – blocks of learning ELSA – blocks of therapy SHARE project Friendship groups POTENTIAL GAIN: +4 months</p> <p>EARLY YEARS PARENTAL ENGAGEMENT – moderate impact POTENTIAL GAIN: 4 months</p> <p>COLLABORATIVE LEARNING - Mixed attainment groups in problem solving activities – high impact POTENTIAL GAIN: +5 months</p>	<p>3, 4</p> <p>3, 6</p> <p>3, 4, 6</p>



<p>COST: 10.000</p> <p>Subsidy for pupil experiences</p> <p>COST £10,000</p> <p>Weekly in school parent workshops to help parents to support their children at home</p> <p>COST: £1000</p>		
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TOTAL BUDGETED COST: £ 200, 350



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 Character Strengths Programme	Commando Joe's
Rocket Phonics	Rising Stars - Hodder