# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  Ensuring that all pupils are mentally healthy as well as physically healthy is a priority for us. Our high quality pastoral care will enable all pupils to develop into happier, more confident and resilient children and young people with good mental health.  We believe that we can improve the life chances of all pupils by ensuring that all staff, pupils and parent/carers are aware of the importance of and take responsibility for regular attendance. We encourage children to attend and put in place appropriate procedures to support this. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school and learning. Poor attendance can seriously affect each child’s: -  • attainment in school  • relationships with other children and their ability to form lasting friendships  • confidence to attempt new work and to learn alongside others  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class in the last X years, approximately 70% of our disadvantaged pupils arrive below age-related expectations compared to 30% of other pupils. This gap remains steady to the end of KS2. |
| 4 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic, with particularly high numbers of disadvantaged children being referred. |
| 6 | Attendance for our disadvantaged children has become more prevalent. The gap between our disadvantaged and non- disadvantaged pupils’ attendance levels has widened since the beginning of the pandemic. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | Phonics outcomes in 2024/25 show that more than 70% (current Nursery chn) (latest results show 33% of disadvantaged pupils passed, the remaining 66% of pp children were SEN, therefore 100% of pp children without SEN, passed their phonic screening check- June 2022).  KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.(current Year 4)  Year 6 results in 2022 show that 62% of pp children met the expected standard in reading. 100% of pp children without SEN or new to English achieved at the expected level in reading.  AR reading outcomes in 2024/2025 show that more than 60% of disadvantaged children make accelerated rates of progress in line with peers. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.  Year 6 results in 2022 show that 62% of pp children met the expected standard in reading. 100% of pp children without SEN or new to English achieved at the expected level in maths. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils * disadvantaged children to access ELSA (Emotional Literacy Support) |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:   * the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.   Attendance for the whole school at the end of 2022 was 93.8% ( COVID)!  Attendance for pp children was 89.4%   * the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.   Covid had a detrimental impact on our attendance last year. |

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74,387

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SLT ensures recruitment of skilled staff, retention and CPD is a high focus throughout the school. | Research highlights that QFT has the greatest impact. | 1,2,3,4,5 |
| Accelerated Reader purchased to develop reading comprehension and diagnostic standardised assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation **| EEF**](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4 |
| White Rose Maths scheme and Classroom Secrets Maths purchased to ensure Mastery teaching of mathematical concepts | Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Focus on vocabulary acquisition across the school through “Talk like a Historian/Scientist etc” | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) – Twinkl Phonics to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Teachers give high quality feedback both verbally and in writing. Children are expected to respond to their feedback and edit work accordingly.  We will fund 1 hour per week, per teacher of teacher release time to  Conference children’s writing 1:1 or in small groups to provide high quality feedback | Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 2 |
| SENDCO is completing her accredited NASEN award.  To support the high numbers of pupils with SEN who are also PP. | This is important because an early response to a concern and early identification and intervention are key to helping children to reach their potential. | 1,2,3,4 |

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

Budgeted cost: **£42,523**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Appointment of additional teacher to deliver smaller group core subjects in Years 4 & 5. | A teacher delivering QFT to smaller groups will give the pupils the best possible opportunity to close gaps.  The teacher will assess, plan, and teach lessons that match the needs to the pupils.  EEF - Target teaching & support by accurately assessing pupils’ needs High quality assessment and diagnosis should be used to target and adapt teaching to pupils’ needs…  Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2,3 |
| Small targeted groups attend morning school led tutoring sessions | Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Some groups will focus on pre teaching new concepts.  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2,3 |
| Additional staff trained in Lift off to language programme to support pupils in EYFS to develop their language skills | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  Investing in additional Phonics based reading books for EYFS/KS1 | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| A significant number of our PP children also have English as an additional language.  We have a dedicated EAL lead who provides 1:1 and small group sessions using Learning Village to help with language acquisition | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. | 1 |

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

Budgeted cost: **£36,262**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on wellbeing to improve children’s social and emotional wellbeing | Both targeted interventions and universal approaches can have positive overall effects:  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 5 |
| Nurture group for KS1 children to support children’s social and emotional wellbeing  Well being weekly groups and daily TA check ins for vulnerable children. | Working in small groups with high levels of adult support impacts positively on children’s social and emotional skills.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 5 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Mentoring to improve not only attendance but social and emotional skills | Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships  [Mentoring | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) | 5 |
| ELSA sessions identify children who need additional emotional literacy support. | Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 5 |
| Cultural Capital experiences to be provided for all children, particularly vulnerable children  Vulnerable children supported financially to attend School trips and extra-curricular activities  Outdoor learning sessions provided 1x a week for identified vulnerable children.  Children to have access to a range of Arts experiences such as Speech Festival, music lessons, trips, visitors etc | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>  Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum | 4, 5 |

**Total budgeted cost: £153,172**

**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 2021-2022 academic year

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| **Review of Progress 2021-2022**  16.3% of the school are in receipt of the pupil premium grant.  Overall attendance for PP children was 90.1%. In the autumn term so far in 22/23 this has risen to 92.25%. Last academic year there was a gap of 4.9% between PP and Non PP, this academic year so far it is only 3.3%.  Of the 85 pupils in receipt of pupil premium:  14 are EAL  47 have SEN, or SEN monitoring  3 have an EHCP  46 have external agencies involvement to provide additional support for their families.  10 PP children do not fall into one of the above categories.  1,585 days lost in this academic year due to illness.  **Review of teaching strategies 2021-2022**  **Accelerated reader –** on average children made 1 year and 1 months progress from Sept to June. (10 months). Children engaged with the programme well, reading over 34 million words and 6,000 books.  **Extra teacher in Yr 3 –** We hired an additional teacher to work in Year 3 in the mornings and split these children down into 3 smaller sets for their core subjects. PP children in this year group made equal progress to Non PP children in reading, writing and maths.  **Review of targeted academic support 2021-2022**  **Interventions –**  We paid for additional staff to lead early morning intervention groups for Years 4. 5 & 6. The children who attended these interventions all made progress with their times tables recall, reading ages and basic sentence structures.  In Early Years, “Lift off to Language” was used as an intervention to improve the children’s expressive language. For those children with good attendance, good progress was made. Unfortunately, a high number of PP children were persistently absent.  Additional phonics groups were run in KS1 and YR3. Those children with good attendance made good progress.  Years 5 & 6 ran additional streamed boosters every morning for English and Maths. The arithmetic scores improved significantly for those whose attendance was good.  **Review of wider strategies 2021-2022**  We used our PP funding to pay for music lessons, gymnastic lessons, swimming lessons, milk, before and after school club provision and every school visit and residential was subsidised for our PP children to ensure that they were able to participate in the wider school life.  **Nurture Group**  We relaunched our Nurture Group for our vulnerable children. This small intervention led by two members of staff provided support for our children’s social and emotional well-being and resulted in improved Boxall scores for those children whose attendance was good. These children are now much more confident.  **Elsa**  We have 3 trained members of staff who support identified vulnerable children through an emotional literacy programme. All children who have attended ELSA sessions have improved on the well-being scale.  Our PE teacher mentors identifiedvulnerable children on a weekly basis, this has led to increased rates of confidence amongst the children.  **Family support Manager**  Our family Support Manager and SENDCO worked tirelessly to support all of our vulnerable families. They worked collaboratively alongside outside agencies, such as Early Help, the police, health professionals and charity organisations, to ensure that the needs of the families within the Scott community were met. Last year ……. Families were supported through the TAF process.  **Attendance Manager**  Our Attendance Manager worked tirelessly to support vulnerable families to improve their attendance. However, levels of COVID amongst our most vulnerable children were extremely high. Regular letters were sent home, attendance meetings were held, fixed penalty notices were issued, free before and after- school childcare was offered, but unfortunately, a gap still remains between PP and non PP children. |