**Pupil Premium Strategy Plan**

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| **Statement of Intent**  At Scott Primary school, we want all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas so that every child has the necessary knowledge, skills and understanding to be safe, develop spiritually, emotionally and physically to live life to its fullness.  When making decisions about using our Pupil Premium Funding we consider the challenges faced by our disadvantaged pupils and make use of research by the Education Endowment Fund (EEF). The strategy is focused on the needs of disadvantaged pupils but it is our intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. Decisions are underpinned by the needs of our disadvantaged pupils focusing on nurturing their wellbeing, promoting self-esteem, readiness for learning, improving attendance and supporting and developing them academically to achieve high standards of attainment.  **Our strategy aims to:**   * Provide emotional and wellbeing support to ensure disadvantaged pupils are in a good place to learn and that they feel safe, happy and calm where their needs are understood and provided for. * Narrow the attainment gap between disadvantaged and non-disadvantaged pupils by ensuring disadvantaged pupils are well prepared for the next step of their educations and make good progress in key subjects from their starting points.   **Our Tiered Approach**   * **Quality First Teaching** – High-quality teaching is at the heart of our approach, with a focus on explicit teaching of vocabulary, language acquisition, small step planning, planning for error, using effective assessment strategies, ensuring 100% participation and deliberate practice. Through specific, well evidenced CPD, we aim to ensure that every class has a highly effective teacher that is being supported to keep improving, whatever stage in their career. * **Targeted Academic Support -** Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through one to one and small group tuition for those pupils who need it most. The emphasis is “keep up” not “catch up”. * **Wider Strategies -** Ensuring that all pupils are mentally healthy as well as physically healthy. 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 make attendance our top priority and ensure that all staff, pupils and parent/carers are aware of the importance of and take responsibility for regular attendance. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school and learning. Therefore, the importance of attending school is promoted regularly within the school community along with nurturing a sense of belonging within our school community. This means that we take collective responsibility for overcoming the barriers to achievement that are brought about by circumstance.     **Our strategy plan works towards achieving those objectives by:**  -Using validated research to provide teachers with high quality CPD to ensure that pupils access effective quality first teaching (Tier 1)  -Employing/Buying into specialist teachers to ensure high quality delivery for PE and music (Tier 1)  -Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition (Tier 2)  -Providing appropriate social and emotional support to enable pupils to access learning within and beyond the classroom (Tier 2/3)  -Targeting funding to ensure all pupils have access to trips, residential trips, first hand learning experiences, school uniform, music lessons and enrichment activities (Tier 3)  -Providing resources to enable pupils to access all learning opportunities (Tier 3)  **Key Principles**  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:  -We will ensure effective, high quality teaching meets the needs of all pupils and ensures all pupils are challenged and supported to achieve the best possible outcomes.  -Class teachers, with support from SLT, will act early and identify specific intervention for all pupils and provide support for individual pupils (reviewed at least termly).  -Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. They will feel successful in the school community and see themselves as important contributors to our school. |

**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 | **Speech, Language and Communication**  On average, approx. 80 – 85% of children enter below Average at Reception Level.  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 | **Reading and Phonics**  On average, approx. 65% of children enter below Average at Reception Level.  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 | **Maths**  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 last year, 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 | **Progress in Reading, Writing and Maths**  Our assessments and observations indicate the gap between disadvantaged pupils and their peers in reading, writing and maths is apparent to varying degrees across key stages 1 &2. Some disadvantaged pupils are not making enough progress to close the gap between them and we need to increase our efforts to accelerate this. |
| 5 | **Gaps in knowledge and understanding of the curriculum**  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. |
| 6 | **Wellbeing, self-esteem and emotional resilience**  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. We offer mentoring sessions, ELSA sessions and a number of other wellbeing and self-esteem programmes for groups of vulnerable children. |
| 7 | **Attendance**  We have worked effortlessly over the past couple years since the pandemic to improve attendance for all children, especially the disadvantaged pupils. Our disadvantaged pupils struggled with a sense of belonging which was impacting on their attainment and wanting to come to school. Families were also struggling with getting to school. The gap between our disadvantaged and non- disadvantaged pupils’ attendance levels widened since the beginning of the pandemic but has now started to decrease. In the year 2023-2024, 13% of our disadvantaged pupils were persistent absentees and this has decreased by 27% since 2022-2023 where it was 40%. |

**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%  KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.  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. |
| **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 pupil.  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%. |

**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.  ECTs have highly effective induction and training following a programme provided by Ambition Institute. | Research highlights that QFT has the greatest impact. | 1,2,3,4,5 |
| Use whole school coaching/ongoing CPD to develop teachers ability to use high impact teaching strategies to support all pupils, in particular pupils with SEND. | [SEND Guidance Report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) - Five a Day strategies, including explicit instruction and scaffolding. [EEF Effective PD Guidance Report.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 1,2,3,4,5 |
| Accelerated Reader continued to be purchased to develop reading comprehension and diagnostic standardised assessments.  Ongoing 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  Maths Mastering Training for Subject Lead and 2 other teachers from Enigma Maths Hub.  Ensure the Mastery approach is reflected in the curriculum content. Pupils have access to high quality resources to support teaching and learning. Training delivered to school staff by Maths lead. | 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 |
| Embedding of a purchased [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 |

**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 |
| 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 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 |
| Nurture group for KS1 children to support children’s social and emotional wellbeing  Wellbeing 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 such as residentials.  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**

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| **Pupil Premium Strategy Outcomes**  **Review of Progress 2024-2025**  17.1% of the school are in receipt of the pupil premium grant.  Overall the attendance gap between PP and Non PP is decreasing.  Our pupil premium children have an overall absence of 5.9% (Better than national rates for PP absence – 10.6%) which has decreased by 0.2% from 6.1% in 2023/2024.  **Persistent Absences:** Percentages have reduced by 8.2% across a three year period.  2024/25: 14 PP PA / 78 PP = 17.9%  2023/24: 19 PP PA/ 78 PP = 22.1%  2022/23: 23 PP PA/ 86 PP = 26.1%  Attendance for PP children was 94.1% at the end of the 2025 academic year and Non PP children was 96.1% resulting in an attendance gap of 2%.  Of the 82 pupils in receipt of pupil premium:  24 are EAL  27 have SEN, or SEN monitoring  5 have an EHCP  9 have external agencies involvement to provide additional support for their families.  17 PP children do not fall into one of the above categories.  **Review of teaching strategies 2024-2025**  **Accelerated Reader –**  For PP children who had good attendance above 92%, on average, children made 1 year progress from Sept to July (11 months). This progress score increases for children who had 95% attendance or above. These children made 1 year 1 month progress in an 11 month period.  **Review of targeted academic support 2024-2025**  **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.  Year 4 MTC checks – Children scored an average score of 21/25.  We continued to use “Lift off to Language” In Early Years to improve children’s expressive language. 5 out of our 11 PP children achieved the ELG in Communication & language as a result of the “ Lift off to Language” programme. For those children with good attendance, good progress was made.  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 2024-2025**  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 continued our Nurture Group for our vulnerable children. This small intervention was led by two members of staff and 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 and are more able to express their emotions using words.  **ELSA**  ELSA Trained staff continued to 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 and family Support manager mentor identified vulnerable 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 over 50 Families were supported through the TAF process.  **Attendance Manager**  Our Attendance Manager worked tirelessly to support vulnerable families to improve their attendance. Regular letters were sent home, attendance meetings were held, fixed penalty notices were issued, free before and after- school childcare was offered. This has proven to be making an impact highlighted in the graph above and the gap between PP and Non PP attendance is showing a downward trend.  **Review of Outcomes**  **Phonics Results 2024-2025**  **Year 1** – 100% disadvantaged children passed.  **Year 2** – 1/4 children passed their screener. All 4 children had SEN. Internal assessments of their phonic development showed good rates of progress for those children who had good attendance.  **End of Key Stage 2 results 2024-2025**  **Reading**  62% (8/13) of PP achieved the expected standard  This is 13% lower than the national at 75% for all children.  The gap to national has improved by 2.9% from -15.9% in 2023/24 and -13% this year.  **Writing**  46% this year  This is 26% lower than the national at 72% for all children.  The Pupil Premium achieving the Writing Expected Standard has increased by 9% from to 37% in 2023/24 to 46% this year.  **Maths**  This year 77% (10/13) which has improved since last year where 36.8% of Pupil Premium achieved the expected standard in Maths.  This is 1% lower than the national at 78% and we were 42% away last year. |