Pupil premium strategy statement 2024
Scole Primary Academy 2024-2027

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jo Cerullo
Pupil premium lead	Jo Cerullo
Governor / Trustee lead	B Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/23)	£10,360
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£10,360

Part A: Pupil premium strategy plan

Statement of intent

At Scole Primary Academy we have the highest of expectations and aspirations for all of our pupils regardless of their starting points. Quality first quality teaching is integral within the school to ensure all pupils achieve and supports the work that all teaching staff do for disadvantaged pupils, for whom there may be barriers to achieving their full potential. Our aim is to reduce the gap in attainment between pupil premium children and their non-pupil premium peers by overcoming all barriers to their learning. All pupils at Scole Primary Academy are exposed to a broad and balanced curriculum that is focused on courage, positivity and aspiration. All pupils, including the disadvantaged pupils, children with a social worker, service children, looked after children or young carers, are challenged to meet their individual goals and make good progress across the curriculum. The Pupil Premium Strategy is linked closely to the school's development plan, which aims to raise standards for all pupils in all areas of the curriculum. The Strategy is ambitious, yet realistic, in its timeframe and approach for improvement. With a whole school focus on reading across the curriculum, this ensures pupils are exposed to a vocabulary-rich curriculum with reading as its foundation.

The school's priorities for the effective use of the PPG are:

- All pupils have access to quality first teaching across the curriculum.
- Closing the attainment gap between disadvantaged children and their non-disadvantaged peers.
- Targeted academic support for children who are not making expected progress
- Targeted intervention to challenge barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma.
- Ensuring that support is in place (funding) for the children and families to broaden the opportunities available (trips and visits/residentials).

Challenges

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

Challenge number	Detail of challenge
1	Assessment within school and nationally has shown that attainment in all core subjects – reading, writing and mathematics – is below the National Average across the school

2	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.
3	An increase in Social, Emotional and Mental Health issues resulting in children not being fully engaged with their learning.
4	Attendance of children with PP is lower than it should be.

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
Close the gap between the school performance compared to national, including that of disadvantaged pupils, across reading, writing and mathematics.	School data at the end of each key stage will be significantly closer to national outcomes. Statutory assessment results and moderation outcomes will support this. Identified individual pupils will receive focused support to improve progress in their learning.
Provide opportunities for enrichment in both within and outside of school for	The school will offer a variety of experiences both within and beyond the curriculum, including residentials in KS2.
Social and emotional needs of some disadvantaged children will be supported through targeted work with support staff and external experts	Disadvantaged children will have access to support and provided with tools to support their learning and wellbeing in the school.

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: **£1,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Power Maths scheme (mastery) and resources, along with focused professional development for teaching staff.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery Learning – EEF	1, 4
Focused teacher/support staff led interventions in KS2 developing reading and mathematics skills – building on learning from core lessons.	Teaching Assistant interventions – EEF Small Group Tuition - EEF	1, 3, 4

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

Budgeted cost: **£5,406**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused teacher/support staff led interventions in developing reading and mathematics skills – building on learning from core lessons/	Teaching Assistant interventions – EEF Small Group Tuition - EEF	1, 3, 4

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

Budgeted cost: **£3,579**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded breakfast club offered to disadvantaged pupils to improve the likelihood of good attendance and continuity of learning.	EEF Attendance Interventions: Rapid Evidence Assessment. (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4

Increased opportunities for experiences including school excursions, residentials, extra-curricular clubs and enrichment opportunities.	EEF highlights that improvements related to self-confidence and self-efficacy are linked to broadening pupils experiences outside of the classroom environment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,4
External professionals/Teaching assistants allocated time to support the social and emotional needs of some disadvantaged pupils.	EEF Social and Emotional Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4

Total budgeted cost: £10,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our pupil premium children have had the opportunity to experience residential, and enrichment activities throughout the year.

The numbers in the year 6 cohort are too low (9) to be publicised. There were no identified disadvantaged children in yr 6 during the 2024 SATS.

There was some improvement with attendance, but this continues to be a focus.

Externally provided programmes

Programme	Provider