Pupil premium strategy statement 2024
Scole Primary Academy 2023-2025

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	61
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2025
Date this statement was published	July 2024
Date on which it will be reviewed	
Statement authorised by	J.Cerullo
Pupil premium lead	P. Hunt
Governor / Trustee lead	B. Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/23)	£18,325
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	£18,325

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, including for those disadvantaged pupils.
2	A proportion of the pupils in the school have limited access to wider life experiences, sometimes due to home life and the level of parental involvement.
3	Lack of parental engagement and skills to be able to support children in their learning at home.
4	Pupils not fully engaged with their learning due to a variety of reasons including emotional and social wellbeing, behaviour barriers and

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: **£11,252** **(£1000 resources; £2627 Supply Staff (cover); £7625 Education Support Staff)**

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** **(Learning Resouces £1594; Education Support Staff £3812)**

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: **£5,412** **(Funded Breakfast Club £600; Education Support Staff £3812; Trips Subsidy £500; External Activities £500)**

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: **£22,070**

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 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was X% higher than their peers in 2021/22 and persistent absence X% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create ‘still photo books’ and ‘talking photo books’ to stay connected to their deployed parent, and a memory box for if they move schools. We identified gaps in service children’s education caused by moving between schools which we addressed with targeted support.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.