



SCHOLES
Scholes (Elmet)
Primary School

Pupil premium strategy statement

Date: 2019-20

Person responsible: Karen Hague

This document is based on the National College for Teaching & Leadership / Teaching Schools Council template.

Summary information			
Total number of pupils:	311 + 19 (Nursery)	Date of most recent pupil premium review:	Summer 1, 2017 (Noctua TSA) and in another federation partner school Summer 2, 2017
Number of pupils eligible for pupil premium:	38 redacted for anonymity: [REDACTED]	Date for next internal review:	20.09.19; 17.01.20; 12.06.20; 18.09.20 (notes in this document are colour-coded to match each review)
Total pupil premium budget:	£54,680	Characteristics:	The proportion of disadvantaged pupils is below the national average, masking a group of pupils who come from areas of much greater deprivation. The school serves a mixed community from private dwellings, owner-occupied former council houses and council housing; intake also includes a proportion of pupils who live in deprived areas outside the immediate catchment area of the school. Disadvantaged pupils at Scholes (Elmet) Primary comprise slightly more boys than girls. Just under a third of disadvantaged pupils have SEND. Just under a quarter of disadvantaged pupils are new to school (new in the last two years).
			Like schools across the country, Scholes (Elmet) Primary closed for all children other than those of essential workers and those deemed vulnerable in some way. This has meant a valid review of impact can't be made. The actions and approach set out here will continue in 2020-21.

Attainment (based on end of KS2 outcomes, 2020)

End of key stage 2 assessments (known as SATs) were cancelled in 2020 due to the coronavirus pandemic. The data below represents what we predicted in those assessments.

See below for 2019 data.

For Reading, Maths, and Grammar, Punctuation and Spelling, our assessments stem from some trial tests that children did. These tests were all previous SAT tests and were done under test conditions. They were marked and graded based on the thresholds for that particular test. As a result, the assessments below are likely to provide an accurate indication of outcomes in the national assessments in May.

For Writing, the assessment stems from teacher assessment, as it would do for the outcomes in May. Year 6 teachers across Sphere Federation and beyond met at various times in the Autumn and Spring term to review their assessments for children's writing. As a result, the teacher assessment for Writing is also likely to provide an accurate indication of end of year outcomes.

No progress measure is available because this relies on national data, and the way to calculate progress was due to change in 2020.

	<i>Pupils eligible for pupil premium (our school)</i>	<i>Pupils not eligible for pupil premium (2019 national average)</i>
% achieving in Reading, Writing and Maths	67%	71%
% achieving in Reading	83%	78%
% achieving in Writing	67%	83%
% achieving in Maths	83%	84%
progress measure: Reading	Our internal data shows that 100% made expected or better progress; 50% made accelerated progress.	
progress measure: Writing	Our internal data shows that 83% made expected or better progress.	
progress measure: Maths	Our internal data shows that 83% made expected or better progress.	
other significant attainment / progress information	Of the group, only 33% had been at Scholes (Elmet) Primary throughout primary (the others joined in KS2). The children with us since Early Years made expected or accelerated progress.	

Attainment (based on end of KS2 outcomes, 2019)

2019 data is included here because end of key stage 2 assessments (known as SATs) were cancelled in 2020 due to the coronavirus pandemic.

	<i>Pupils eligible for pupil premium (our school)</i>	<i>Pupils not eligible for pupil premium (national average)</i>
% achieving in Reading, Writing and Maths	25%	71%
% achieving in Reading	40%	78%
% achieving in Writing	60%	83%
% achieving in Maths	40%	84%
progress measure: Reading	-3.16	+0.32
progress measure: Writing	-1.83	+0.27
progress measure: Maths	-2.15	+0.37
other significant attainment / progress information	<p>Although the end of KS2 attainment of disadvantaged pupils (those in receipt of pupil premium) still falls behind their peers nationally, internal data shows good progress continues to be made in 2018-19 and therefore we continue to narrow the gap in outcomes.</p> <p>Particularly good outcomes are evident in English. This is evident in the overall proportions of children who showed at least some accelerated progress: 33% in Reading; 33% in Writing; and 18% in Maths (the latter a marked improvement on the previous year).</p>	

Barriers to future attainment (for pupils eligible for pupil premium, inc higher ability)		Desired outcomes	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		Desired outcomes	Success criteria <i>(where there are multiple criteria, meeting all is the aim, meeting some will indicate relative success)</i>
1	Poor oral language skills slow down progress in reading and writing (and increasingly research indicates other subjects, too).	Improved oral language skills for pupils eligible for PP.	Criteria 1: In EYFS, the progress made by children receiving speech and language support is at least 4.5 using our internal tracking measure. Criteria 2: Our speech and language support provider is able to provide convincing evidence of progress.
2	Previous limited progress as indicated by the higher proportion who are lower attainers amongst pupils eligible for PP as a whole. This could be due to a lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).	Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make accelerated progress and increase attainment.	In Year 1 and Year 4 (representative year groups), for children eligible for PP, proportions at age-related expectations increase. Criteria 1: Reading Criteria 2: Writing Criteria 3: Maths
3	Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.	Through greater social and emotional support, children are more ready and able to learn.	Criteria 1: See above, plus other individual pupils Criteria 2: Feedback from staff, children and parents (as appropriate) indicates engagement and achievement.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
4	Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.	Even greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits / experiences.	Criteria 1: Pupil feedback indicates enriched learning experiences. Criteria 2: Teacher observation confirms positive attitude.

Barriers to future attainment (for pupils eligible for pupil premium, inc higher ability)		Desired outcomes	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		Desired outcomes	Success criteria <i>(where there are multiple criteria, meeting all is the aim, meeting some will indicate relative success)</i>
1	Poor oral language skills slow down progress in reading and writing (and increasingly research indicates other subjects, too).	Improved oral language skills for pupils eligible for PP.	Criteria 1: In EYFS, the progress made by children receiving speech and language support is at least 4.5 using our internal tracking measure. Criteria 2: Our speech and language support provider is able to provide convincing evidence of progress.
2	Previous limited progress as indicated by the higher proportion who are lower attainers amongst pupils eligible for PP as a whole. This could be due to a lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).	Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make accelerated progress and increase attainment.	In Year 4 and Year 6 (representative year groups), for children eligible for PP, proportions at age-related expectations increase. Criteria 1: Reading Criteria 2: Writing Criteria 3: Maths
3	Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.	Through greater social and emotional support, children are more ready and able to learn.	Criteria 1: See above, plus other individual pupils Criteria 2: Feedback from staff, children and parents (as appropriate) indicates engagement and achievement.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
4	Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.	Even greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits / experiences.	Criteria 1: Pupil feedback indicates enriched learning experiences. Criteria 2: Teacher observation confirms positive attitude.

Planned expenditure				
Academic year:	2019-20			
Intended outcome 1: Improved oral language skills for pupils eligible for pupil premium				
Chosen action / approach	What is the evidence and rationale for this choice? EEF refers to Education Endowment Foundation	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Speech and language therapy Talking House	EEF evidence: 5 months' extra progress can be made through oral language interventions and 5 months' extra progress through Early Years interventions.	Evidence across the federation shows that this intervention, when it happens regularly and is supported by staff in school, has a positive impact. Regular discussions and reviews between teaching staff/ Head of School and therapist.	KH, GB	half-termly
Budgeted cost				£5,320
Intended outcome 2: Accelerated progress for pupils eligible for pupil premium				
Chosen action / approach	What is the evidence and rationale for this choice? EEF refers to Education Endowment Foundation	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Individual or small group interventions (eg Catch Up Reading, IDL): one to one small group TA support for reading within lessons	We want our children to catch up on specific gaps in their learning and/or be fluent readers across the curriculum, and practice leads to fluency. EEF evidence: EEF conclude TAs who provide purposeful support can have greater impact. EEF also indicate that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress. Our TAs use intervention strategies such as Catch Up	Teachers will ensure that the interventions are planned into the weekly timetable. Teachers' performance management includes success criteria to reduce % working below expectations. Some observation and professional development of support staff to increasingly hold TAs to account for their work. Assessment data is analysed.	KH	half-termly progress meetings

	Reading. Existing internal data analysis shows the programmes we use in school have had positive impact to help pupils make accelerated progress. Some programmes are new.			
External tuition Fees paid for weekly tuition Additional tuition in school Staff paid to provide additional support	EEF evidence: that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress. In school, some pupils have been identified as being individuals who would benefit most from additional tuition after-school from a private tuition company or in-school from staff.	External: Children will be chosen specifically considering if they will attend regularly and whether parents will be committed to taking them each week. Regular assessments from tutor will be provided. These will supplement, but not replace, the regular gathering and analysis of assessment data. In school: Staff will liaise with class teachers to make sure learning is appropriate and any issues or misunderstandings are being addressed. A register will be kept so that we can identify children who are not attending.	DR, KH	termly
Budgeted cost				£40,745
Intended outcome 3: Children are more ready and able to learn				
Chosen action / approach	What is the evidence and rationale for this choice? EEF refers to Education Endowment Foundation	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Extended services support Invest in EPOSS extended services to address specific issues that may be affecting learning or readiness to learn.	As above	Head of School oversees support, identifying who may benefit and monitoring closely. Head of Federation is provided with data on the work of the extended services cluster to review support available and provided.	NB	termly

Budgeted cost				£7,928
Intended outcome 4: Greater engagement and enrichment for pupils eligible for pupil premium				
Chosen action / approach	What is the evidence and rationale for this choice? EEF refers to Education Endowment Foundation	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
<p>Enrichment Children across the school to participate in a wide variety of funded experiences: theatre visits; music lessons; large range of after-school clubs; Y6 residential; drama to enrich the curriculum</p>	<p>EEF evidence: arts and sports engagement can lead to 2 months' extra progress. (There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.)</p> <p>Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.</p> <p>Boys' motivation and attainment increases when they participate in drama/outdoor activity.</p> <p>Pupil feedback from last year was extremely positive.</p>	<p>All children in school including those entitled to pupil premium will access a wide variety of educational and residential trips and visitors which will impact upon their confidence, resilience, social skills as well as academic progress.</p> <p>Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences.</p> <p>Pupil feedback and teacher observation indicates enriched learning experiences.</p>	KH, KL	termly and July 2020
Budgeted cost				£2,734
Total budgeted cost				£56,727

Review of 2019-20		
Intended outcome 1: Improved oral language skills for pupils eligible for pupil premium		
Chosen action / approach	Estimated impact Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)
	<p>Like schools across the country, Scholes (Elmet) Primary closed for all children other than those of essential workers and those deemed vulnerable in some way.</p> <p>This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below.</p> <p>The actions and approach set out here will continue in 2020-21.</p>	
<p>Speech and language therapy Talking House</p>	<p>Criteria 1: In EYFS, the progress made by children receiving speech and language support is at least 4.5 using our internal tracking measure.</p> <p>Criteria 2: Our speech and language support provider is able to provide convincing evidence of progress.</p>	<p>Scholes (Elmet) Primary remains committed to ensuring that speech and language support is a priority in the early years of primary. Oracy is a fundamental skill that supports subsequent learning in all subjects, and it's clearly a fundamental life skill. Evidence from previous years' speech and language therapy is beginning to back this up, although it's clear that this action is one that is long-term rather than a 'quick fix'.</p> <p>Evidence across Sphere Federation also backs up the value of speech and language therapy.</p>
		<p>Actual cost £5,460</p>

Intended outcome 2: Accelerated progress for pupils eligible for pupil premium		
Chosen action / approach	Estimated impact Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)
	<p>Like schools across the country, Scholes (Elmet) Primary closed for all children other than those of essential workers and those deemed vulnerable in some way. This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below. The actions and approach set out here will continue in 2020-21.</p>	
<p>Individual or small group interventions (eg Catch Up Reading, IDL): one to one small group TA support for reading within lessons</p> <p>External tuition Fees paid for weekly tuition Additional tuition in school Staff paid to provide additional support</p>	<p>In Year 4 and Year 6 (representative year groups), for children eligible for PP, proportions at age-related expectations increase.</p> <p>Criteria 1: Reading</p> <p>Criteria 2: Writing</p> <p>Criteria 3: Maths</p>	<p>Year 4 For all three criteria, 100% made expected or better progress from end of KS1.</p> <p>Year 6 Criteria 1: Reading 100% made expected or better progress; 50% made accelerated progress. Criteria 1: Writing 83% made expected or better progress. Criteria 1: Maths 83% made expected or better progress.</p> <p>Of the group, only 33% had been at Scholes (Elmet) Primary throughout primary (the others joined in KS2). The children with us since Early Years made expected or accelerated progress.</p>
		<p>Actual cost £38,335</p>

Intended outcome 3: Children are more ready and able to learn		
Chosen action / approach	Estimated impact Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)
	<p>Like schools across the country, Scholes (Elmet) Primary closed for all children other than those of essential workers and those deemed vulnerable in some way.</p> <p>This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below.</p> <p>The actions and approach set out here will continue in 2020-21.</p>	
Extended services support Invest in EPOSS extended services to address specific issues that may be affecting learning or readiness to learn.	Criteria 1: See above, plus other individual pupils Criteria 2: Feedback from staff, children and parents (as appropriate) indicates engagement and achievement.	Wider, longer-term Sphere Federation evidence backs this up.
		Actual cost £7,928

Intended outcome 4: Greater engagement and enrichment for pupils eligible for pupil premium		
Chosen action / approach	Estimated impact Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)
	Like schools across the country, Scholes (Elmet) Primary closed for all children other than those of essential workers and those deemed vulnerable in some way. This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below. The actions and approach set out here will continue in 2020-21.	
Enrichment Children across the school to participate in a wide variety of funded experiences: theatre visits; music lessons; large range of after-school clubs; Y6 residential; drama to enrich the curriculum	Criteria 1: Pupil feedback indicates enriched learning experiences. Cross Country October 2019 (Y6) "Cross country was a different and interesting experience. After I finished, I felt really proud of myself because I hadn't given up at all. I'm not the best runner but I kept going and once I had recovered, I felt really good about myself." Road safety training 10.10.19 "It is fun learning this." Sleeping Beauty 27.11.19 (Y2) "I loved it. I've never been to the theatre." (Y2) "It was so much fun. I've never been to a pantomime before." Wizard of Oz 10.12.19 (Y1) "I was really nervous on the coach but the play was great." Wizard of Oz 10.12.19 (Y6): "I don't know how much it cost but it was worth every penny. It was fun and I enjoyed it!" (Y6): "The play was unbelievable. I'm really glad that I went!" (Y5): "I really like it - especially how the characters were able to remember so many lines. When the gymnast were spinning on the ropes, it was great!" (Y5): "I really liked it. It was my first time going to the theatre and I'd definitely go again!" Criteria 2: Teacher observation confirms positive attitude.	The quotes from our January review indicate that supporting children's wellbeing more widely has a positive impact. Wider, longer-term Sphere Federation evidence backs this up.
		Actual cost £3,028

	Total budgeted cost	£56,727
	Actual spend	£54,751 remainder to be carried forward
	Difference	underspend of £1,976 to be carried forward

Additional detail

Any additional information which we have used to inform the statement above.

Our full strategy document can be found online at:
<https://www.scholeselmet.leeds.sch.uk/find-out/pupil-premium/>