

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Scholes (Elmet) Primary
Number of pupils in school	302 (+ Nursery)
Proportion (%) of pupil premium eligible pupils	13.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	18 October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	David Roundtree
Pupil premium lead	Karen Hague
Governor lead	Rachel Greenhalgh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,110
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£66,200</b>

# Part A: Pupil premium strategy plan

## Statement of intent

**We want our school to be a happy and healthy place to learn for every child, including those who may be socially disadvantaged.**

'Happy and healthy' (including positive mental health) because we can't learn effectively without these basic needs being met. 'To learn' because we want our children to be confident in themselves so they can realise their potential as people who find learning enjoyable, relevant, inspiring and creative – our four positive attitudes that we aim for, as set out in our [Curriculum Statement](#).

We use pupil premium funding to help us meet this aim.

**In our approach to planning and executing this strategy, we follow key principles that we believe can maximise the impact of our pupil premium spending:**

### **High expectations**

We firmly believe in all children: no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

### **High quality provision**

Good quality teaching is key to good progress and attainment. We continue to ensure that all pupils receive good teaching. We ensure consistent application of key elements of teaching and learning such as planning, feedback and assessment. We provide high quality professional development for all staff.

### **Emphasis on basic skills**

High standards in English and mathematics can only be achieved if our children are confident and competent in basic skills and knowledge, such as reading age-appropriate texts fluently and having number fact fluency (a rapid recall of number facts, including times tables). Our emphasis on basic skills may be in the form of direct teaching and additional support, or may be indirect through improving attendance, behaviour or access to resources and support.

### **Broad and balanced curriculum**

Pupils access the very broadest opportunities across all subjects. This includes providing or subsidising rich cultural experiences and building up pupils' 'cultural capital'.

### **Knowing our children**

Pupils eligible for pupil premium funding are not always socially disadvantaged or at risk of underachievement. Some potentially higher attaining pupils need challenge to make sure they don't under-achieve. Likewise, there are pupils who may be vulnerable but who are not in receipt of pupil premium funding – we use the funding to support pupils with identified needs.

### **Collaboration**

We adopt a whole school approach: all relevant staff are involved in identifying pupils in need and the barriers to their learning. We work across Sphere Federation to share ideas and to challenge each other on the impact of strategies.

### **Early intervention**

High quality provision in the Early Years Foundation Stage with a strong emphasis on oracy and characteristics of effective learning builds a strong foundation for subsequent success in Key Stages 1 and 2.

**There are key processes in place as we formulate and execute this strategy:**

### **Evaluation**

We review how effective our previous strategy was. The last two years has seen disruption caused by the coronavirus, making it hard to reliably measure impact. Before the pandemic, however, we were increasingly confident that the strategies we had developed were successful. To support our evaluations, we seek the views of external consultants.

### Identifying barriers to learning

Pupils can experience many barriers to their learning. We identify these barriers and set out ways to overcome them as much as we can. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

### Use of assessment

We acknowledge the importance of assessment as a basis for planning provision including additional support and challenge. Assessment data is analysed each term in order to evaluate the performance of all pupils, including consideration of pupils selected for support using pupil premium funding where this can be evaluated in terms of quantitative outcomes.

### Provision

Children are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. We take a flexible approach and therefore plans set out here may sometimes vary to meet an individual's need, if a specific or immediate one becomes more apparent.

### Consideration of evidence

We refer to research and evidence when considering the actions we take to address barriers to learning. The [Education Endowment Foundation's Teaching and Learning Toolkit](#) is central to this. (Reference to this is made below, using 'EEF' abbreviation.) For example, evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils – that's why we invest a significant amount in continuing professional development.

## Challenges

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

Challenge number	Detail of challenge
1	Previous limited progress and current lower attainment, which has been exacerbated by Covid lockdowns.
2	Limited oral language skills, which slow down progress in reading and writing (and increasingly research indicates other subjects, too).
3	From time to time, due to social and/or emotional circumstances, some individuals are at risk of disengaging at an early age from education, not being ready for secondary school and not fulfilling their long-term potential.
4	Limited life and cultural experiences, which for some of our pupils restricts understanding of some curriculum areas.

## 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
Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make <b>accelerated progress</b> and increase attainment.	The majority of pupils make rapid progress in Reading, Writing and Maths. All pupils make at least expected progress in Reading, Writing and Maths.
<b>Improved oral language skills</b> for pupils identified as needing the support.	The progress made by children receiving speech and language support in Early Years Foundation Stage is rapid, particularly in Communication and Language.
Through greater social and emotional support, <b>selected children are more ready and able to learn.</b>	All children chosen for additional support make at least expected progress in Reading, Writing and Maths. Where applicable, improved attendance.
Even <b>greater engagement and enrichment</b> that stems from increased opportunities for cultural and curriculum visits / experiences.	Pupil feedback indicates enriched learning experiences. Teacher observation confirms positive attitude.

## 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: £66,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher for mornings to facilitate effective, smaller and single-age Maths classes, and in the Y5,6 phase for Reading	Internal assessment shows the very positive impact this has had since its adoption.  EEF evidence: although evidence indicates that smaller classes can lead to just 2 months' progress, it also indicates 5 months' extra progress can be made through a mastery approach and 6 months' through feedback, which is made easier and more effective in single-age classes.	1
January 2022 update: Y6 Maths data reflects the positive impact: T1.1 48% at expected; T1.2 64% at expected. Y6 Reading greater depth scores also reflect positively: T1.1 = 19% at greater depth; T1.2 = 29% at greater depth.		
April 2022 update: Y6 Maths data: T1.1 48% at expected; T1.2 64% at expected; T2.2 71% at expected (17% at greater depth).		
End of year 2022: 67% at expected (2 children missed age-related expectations (ARE) by scoring 99 in SATs test); 21% working at greater depth. 9 who were below ARE in September 2021 went on to get ARE in May 2022.		

Individual and small-group interventions to support and challenge pupils appropriately.	Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations.  EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months)' teaching assistant interventions (4 months).	1
<p>January 2022 update:</p> <p>There have been several continuing professional development (CPD) sessions for teaching and support staff on the importance of keep-up / catch up interventions. Approximately 10% of children have been targeted by leaders. These children must have keep-up catch-up interventions. The impact will be measured through times table, phonics, number fact fluency scores.</p>		
<p>April 2022 update:</p> <p>10% have been targeted by teachers and phone calls have been made to ensure daily reading and times tables are being prioritised at home. Teachers report a positive impact for the majority of these children.</p>		
<p>End of year 2022:</p> <p>Reading: By the end of Y6, 71% at age-related expectations (ARE); 29% at greater depth. 8 children who were below ARE in September 2021 went on to get ARE in May 2022.</p>		
Invest in oracy CPD so that school leaders and subsequently teachers have a greater awareness and improved skills around teaching effective speaking and listening.	EEF evidence: 6 months' extra progress can be made through oral language interventions. The CPD will raise awareness of this amongst school leaders and teachers.	2
<p>January 2022 update:</p> <p>Lesson observations during 2021–22 always include a note to observe Oracy – both expectation setting from the teacher and also observing children utilise oracy skills. The majority of lessons observed have specific reference to oracy. Feedback from staff (12.01.22) illustrate that voice projection and turn-taking have improved across school.</p>		
<p>End of year 2022:</p> <p>Staff report improvements in children's oracy skills. Approach to development of oracy skills is now further embedded across our curriculum with these skills being taught incidentally, not accidentally.</p>		
Subsidise leadership costs to free up senior leaders to plan and deliver CPD and to monitor / evaluate impact.	<i>'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.'</i> ( <a href="#">DfE, 2021</a> )	1, 2
<p>January 2022 update:</p> <p>Leaders deliver weekly professional development (CPD) to teaching staff and support staff. Evaluation of subject specific CPD is gathered. Staff report better outcomes for children as a result of their improved subject knowledge.</p>		

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

Budgeted cost: £7,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school additional learning sessions.	Proven track record of positive impact in-house, with the majority of targeted pupils having reached age-related expectations.  EEF evidence: 6 months' extra progress can be made by reading comprehension strategies; 4 months' extra progress can be made using small group tuition.	1
<p>January 2022 update:</p> <p>Six groups of children from Y1–Y6 attend after-school club learning sessions. These children are targeted using data and teacher knowledge. Progress is measured using end of term assessments plus qualitative data from staff.</p>		
<p>April 2022 update:</p> <p>Six groups continue to be supported by after-school learning sessions. Children continue to be targeted using data and teacher knowledge.</p> <p>Y6 Reading: 100% of children attending (4/4) are now at age-related expectations (ARE) in T2.2.</p> <p>Y6 Maths: 60% of children attending (3/5) are now at ARE in T2.2. Two other children are close to ARE.</p>		
<p>End of year 2022:</p> <p>9 children were targeted for additional learning sessions. Y6 average point score increased from 92 to 100 for reading and from 95 to 98 for maths.</p> <p>All children made progress.</p>		
Invest in speech and language therapy.	Our past experience indicates that this has a positive impact on selected children's communication skills.  EEF evidence: 6 months' extra progress can be made through oral language interventions.	2
<p>January 2022 update:</p> <p>Priority to Reception children who may meet FFI thresholds was made during the Autumn term.</p> <p>Two children have been discharged from the caseload as there are no further concerns about their communication. Several children have updated plans to work on in school.</p>		
<p>April 2022 update:</p> <p>Funding for Reception children approved.</p> <p>One Education, Health and Care Plan (EHCP) application was successful with the support of Speech and Language Therapist.</p>		
<p>End of year 2022:</p> <p>End of year funding applications were submitted for two children. EHCP annual reviews were supported which resulted in specialist provision being sought for these children.</p>		

Invest in NumBots and Times Tables Rock Stars.	We have limited in-house evidence around the long-term impact of this because we began to invest just before the pandemic.  EEF evidence: 5 months' extra progress can be made through effective homework.	1
January 2022 update: NumBots and Times Tables Rock Stars are celebrated throughout school on a weekly basis. Teachers have contacted families where children are not using the resource effectively to drive success forward.		
End of year 2022: Year 4 multiplication tables check: September 2021 5/43 children scored 25/25; July 2022 25/43 children scored 25/25. Year 3 times table check: September 2021 7% scored 20+ out of 25; July 2022 73% scored 20+ out of 25.		
IDL, an online reading and spelling programme.	EEF evidence: 5 months' extra progress can be made through effective phonics.	1
January 2022 update: Too early to measure the impact of this intervention.		
End of Year 2022: IDL continues to be used to support targeted children with spelling and reading. This intervention needs carefully monitoring during the next academic year for interaction at home as well as at school.		



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

Budgeted cost: £5,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in local extended services and inclusion partnerships.	Our past experience is that these partnerships have been instrumental in sustaining engagement or re-engaging individuals at risk of not fulfilling their potential.  EEF evidence: those involved in social and emotional support can make 4 months' extra progress.	3
January 2022 update: Three families have been referred for family outreach support during the 2021-22 Autumn term. Families report positive changes.		
April 2022 update: Four families have been referred to EPOSS (extended services for our area) for family outreach, counselling or emotional well-being support.		
End of year 2022: 17 cases were referred through to EPOSS – 8 for emotional wellbeing and 9 for family support.		
Children across school participate in a variety of funded experiences, which may include theatre visits, music lessons, after-school clubs, residential. This will include subsidised visits to art galleries / sculpture park as part of the curriculum this year.	Previous activity in this area evidences pupil enjoyment and engagement in learning: <i>'I've never been to the theatre before. I will be able to tell the story to my aunty when I get home. (Y1 pupil following a trip to the theatre).'</i>  EEF evidence: those who participate in the arts can make 3 months' extra progress.	4
January 2022 update: All children have attended school trips that have been made available. Several children attend subsidised after school clubs. A smaller number have taken advantage of support to play musical instruments. Parents are made aware of the help that is available through correspondence.		
End of year 2022: All children have attended school trips that have been made available. Year 6 children attended a 5-day residential. Finance was not a limiting factor as families who needed support were given it.		

**Total budgeted cost: £80,002**

## 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 2020 to 2021 academic year.

Specifically, there were four intended outcomes stated in the 2020-21 Pupil Premium Strategy.

#### **Accelerated progress**

We assessed all pupils using a range of assessments (eg past SAT papers and other externally-sourced assessments); these supplemented teachers' own assessments. (More details about end of Key Stage 2 assessments can be found on the website in the Results page.)

There were 37 disadvantaged pupils across Key Stage 1 and 2 at Scholes (Elmet) Primary. By the end of last year, 51% of children were working at the expected standard or greater depth in Reading, 46% in Writing and 62% in Maths. Broadly speaking, more older children were at expected standard or greater depth standard in Reading, Writing and Maths, and more younger children were working towards expected standard. This reflects [national research](#) that indicates younger pupils have been most affected by lockdown learning loss.

In terms of progress, 75% of the 36 disadvantaged pupils made expected progress or greater than expected progress in Reading, 72% in Writing, and 75% in Maths. In light of the challenges presented by lockdowns, this is a positive picture, although we recognise that there is much to do to address the attainment gap between pupils and to ensure a greater proportion are working at expected or greater depth standard by the end of primary school.

#### **Oral language skills**

Six children who started school in Reception were identified early as having Speech, Language and Communication (SLT) difficulties. All were prioritised to be referred to Talking House (external SLT support). Of the six, two reached Good Level of Development. All made good progress towards the SLT targets that had been set. Parent feedback for one child with some additional needs: *'As a parent of a child with special educational needs and new to Scholes School, I'm overwhelmed by the support and learning provided by the teachers and thoroughly happy with the progress my son has made.'*

#### **Learning behaviour**

Learning walks evidence that children demonstrated good learning behaviour, despite the disrupted year. Children were engaged and active in lessons. In isolated cases and where learning behaviour was affected by other issues, school responded quickly by seeking the support of external agencies and applying for FFI 'top-up' funding.

#### **Cultural capital**

In challenging times, we worked hard to broaden children's experiences. Children had a local farm visit school, a virtual museum tour (Abbey House), a virtual 'live' theatre performance, a healthy eating assembly and some children had a steel pan workshop.

#### **Catch-up premium outcomes**

Separately, schools were allocated Covid catch-up premium. Plans for this were set out in a separate document, as funds were released to support pupils following 2019-20 lockdown). Funding was allocated per pupil.

We invested the funding in employing teachers who already worked within the school setting. Through several lesson observations, we quality assured the provision. In Key Stage 1 and Year 3, weekly time was spent with those children who had previously been working at expected levels but who had slipped back or those children who were working just below expected levels. Weekly sessions included time spent on phonics, number fluency and writing 'must-dos'.

Outcomes are very good. (The following refers to Years 1 to 6.)

In **Reading**, we saw an increase compared to the previous year in pupils who had made accelerated progress in five out of the six year groups, and a decrease in the small proportions of pupils who made less than expected progress in the same number. The proportions who were working at expected standard or higher increased in five year groups.

The picture in **Writing** is positive. Three classes had an increase compared to the previous year in pupils who had made accelerated progress and in four year groups a decrease in the small proportions of pupils who made less than expected progress. The proportions who were working at expected standard or higher increased in four year groups.

The outcomes in **Maths** are similar. In four out of the six year, there was an increase compared to the previous year in pupils who had made accelerated progress. All six year groups saw a decrease in the small proportions of pupils who made less than expected progress. The proportions who were working at expected standard or higher increased in all four year groups.

Relating only to the Year 6, we also saw a very significant increase in the proportions of children achieving greater depth level in Reading and Maths, and in Reading, Writing and Maths combined.

## Externally provided programmes

Programme	Provider
Speech and language therapy	Talking House
Various curriculum support programmes, such as NumBots and Times Tables Rock Stars	Maths Circle: <a href="http://mathscircle.com/">http://mathscircle.com/</a>
We chose not to invest in external programmes through the <a href="#">National Tutoring Programme</a> as much of the support available involved online learning and we wanted to avoid this, based on the extent of online learning we had asked of our pupils.	