



Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.



Pupil premium strategy statement

School overview

Detail	Data
School name	Scotforth St. Paul's CE Primary & Nursery
Number of pupils in school	209 + nursery (25)
Proportion (%) of pupil premium eligible pupils	9.7%
Pupil premium allocation this academic year	£61,640
Academic year/years covered by statement	2023/24 – 2026/27
Published date	December 2024
Review date	Autumn 2025
Statement authorised by	Katie Walsh (Headteacher)
Pupil premium lead	Ruth Atkinson (SENCO/Assistant Headteacher)
Governor / Trustee lead	Anne Goddard (Vice Chair/SEND)

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, particularly literacy (early reading and writing across school). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve their best. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Disadvantaged pupil attainment for last academic year

Subject	Percent working at age related expectations across school
Reading	57.1%
Writing	71.4%
Maths	57.1%

Strategy aims for disadvantaged children

Priority	Detail
1. Continued improvement of Quality First Teaching across school	<p>Continue to embed strategies from the High Quality Teaching and Learning course attended last year.</p> <p>Ensure subject and class specific training is accessed and resources purchased to ensure QFT.</p> <p>Continue to focus on engagement and how to be a good learner throughout the year.</p>
2. Ensure consistent use of Targeted Academic Support	<p>Continue to provide educational support (1:1 and groups) for children falling behind age related expectations in their learning.</p>
3. Develop Wider Strategies to support behaviour for learning and pupil wellbeing	<p>Provide time with Learning Mentor and Play therapist for those most in need. Provide opportunities for all disadvantaged children to access extra-curricular activities and visits.</p> <p>Engage in extra activities, resources to build disadvantaged children's self-confidence and emotional stability.</p>
Potential barriers to addressing these priorities	
<p>Ensuring all staff consistently use strategies introduced as part of the High Quality teaching and Learning training and cognitive learning strategies (including part time staff).</p> <p>High level of complex needs without appropriate funding meaning that teaching assistants need to focus on supporting specific children and behaviour.</p> <p>Financial difficulties for parents and school when funding trips and visits. Parents are struggling to pay and school cannot subsidise so trips may need to be cancelled.</p>	
Projected spending	£61,640

Activity in this academic year

Teaching

Priority – Quality First teaching	Action
<p>Continue to maintain high levels of staff in each class to ensure misconceptions are addressed quickly and interventions follow on from class work.</p>	<p>Maintain the staffing levels from last year – At least 1 non specific teaching assistant per class every morning and afternoon.</p> <p>Children needing support work with a familiar adult who knows what they have been taught.</p> <p>Marking and feedback is given orally, ensuring progress during the lesson – done effectively due to number of adults in classrooms.</p>
<p>Ensure subject and class specific training is accessed and resources purchased to ensure QFT.</p>	<p>Teachers attend LCC training and cluster meetings specific to their subject/class. Teacher sources training from other professional bodies. Teacher Appraisals used to identify training needs.</p>
<p>Ensure subject leaders drive progression forward for their subjects – broad and balanced, high quality curriculum.</p>	<p>Maintain teachers on role so that HT can release subject leaders from class to monitor their subjects, talk to teachers, identify areas for further training and organise.</p>
Projected spending	£30,000

Targeted Academic Support

Priority - educational support (1:1 and groups) for children falling behind age related expectations in their learning.	Action
High quality support during English and Maths lessons (including phonics in EY/KS1).	Continue to maintain the high levels of TAs to support children and ensure prompt and informative oral feedback during lessons – small groups or whole class, especially in writing and for the less able.
Support with misconceptions as soon as possible, if not during lessons.	Continue to maintain the high levels of TAs throughout the day to provide follow up sessions based on learning e.g. conference marking (editing).
Extra interventions based on identified individual or group needs	Continue to maintain the high levels of TAs throughout the day to provide approved school interventions.
CLA children moving school	Allocated money moved to new school so they can receive support needed (£5000).
Projected spending	£16,000

Wider Strategies

Priority – behaviour, mental wellbeing and self esteem	Action
Children have 1:1 and group sessions to support mental well-being, social needs and self-esteem.	Continue to employ the Learning Mentor. Timetable to be flexible so children not missing same curriculum time. Learning Mentor paid to work at lunchtime for children to talk to/ have time out with if needed.
Children with ACES receive tailored support.	Continue to employ a Play therapist to work with vulnerable children.
PSHE focus at the start of the year (Sept).	Classes off timetable for two weeks, focusing on team work, confidence, class rules etc. Bought in experiences e.g. Rock Kidz, Life Education
Wellbeing days	1 day per term off timetable, focusing on activities supporting wellbeing and spirituality. Resources bought to enhance experiences.
Enabling disadvantaged children to access a broad and balanced curriculum and extra-curricular activities.	Support parents with cost of trips, visitors in (themed days), clubs, instrument tuition, by subsidising.
Build confidence and enthusiasm for writing across the curriculum.	Exciting visits and visitors to support learning and create opportunities for all for writing.
Projected spending	£15,640

Monitoring and Implementation

Priorities	Challenges	Actions
1. Continued improvement of Quality First Teaching across school	Ensuring enough time out of class is given to allow for staff professional development.	Use of INSET, dedicated staff meeting time and training budget.
2. Ensure consistent use of Targeted Academic Support	Ensuring enough time for agreed interventions to be followed – time limited and evaluated.	Named staff deliver interventions, records of impact made – overseen by SENDCO.
3. Develop Wider Strategies to support behaviour for learning and pupil wellbeing	Supporting all children's behaviour for learning and signposting families where needs are home based.	Links made with outside agencies and information shared with parents.

Review of previous academic year's aims and outcomes

We offered tutoring across school in 2023/24. Disadvantaged children were prioritised, especially those in Y6. Progress was measured through teacher assessments and standardised class tests. More than 50% of Year 6 children receiving tutoring for reading and/or writing were working at the expected level by the end of the year. 100% of Year 5 children accessing tutoring made progress in the subject they received tutoring for, with 5 children making accelerated progress. In Year 3 and 4, children receiving tutoring mostly made good progress with 8 children making accelerated progress.

Staffing levels remained high, ensuring we had enough familiar staff to be able to cover classes, provide support and ensure the curriculum was covered effectively. Most children made progress in English and Maths in each class, with barrier to this identified (attendance, specific need).

Positive feedback has been received for children accessing our Play therapist from children and parents. Some disadvantaged children accessed this programme and having completed the sessions reported that they had helped.

The WELLCOMM toolkits identified children needing early language help – interventions used have helped some children, with others needing outside agencies to support communication development.

A specialist teacher assessed children, identifying needs and providing strategies to support learning in class.

OFSTED (Nov 2023) reported that

“Pupils arrive at school happy and they look forward to the day ahead. They enjoy letting staff know how they feel at the start of each day. Pupils know that staff will take care of them if they have any concerns. This helps them to feel safe in school. The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard to live up to these expectations. Pupils achieve well across the curriculum.”