

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	Scotforth St. Paul's CE Primary & Nursery
Number of pupils in school	205 + nursery
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	
Statement authorised by	Sarah Huddleston(Acting Headteacher)
Pupil premium lead	Ruth Atkinson (Acting Deputy Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625 + £9380 (post LAC))
Recovery premium funding allocation this academic year	£3,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,905

Part A: Pupil premium strategy plan

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). 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 strategy is also integral to wider school plans for Covid recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	Formal Assessment and Teacher assessment show disadvantaged children are working at a lower level than their peers especially in phonics, reading and writing. This is throughout school and affecting children's chances across the curriculum.
2	Disadvantaged children who have joined us from other schools/Nurseries are either not identified as having SEN or are in the very early stages of identification. This is leading to the need for assessment by outside agencies.

3	Looking at our tracking of reading and writing for some of our disadvantaged children (plus discussions with staff), we are concerned that some children higher up school (often who have joined us late) have specific oral language and/or vocabulary issues which are impacting on their learning.
4	Through observations and discussions with staff and parents we have found some children have very low levels of parental engagement which is having a negative impact on their learning.
5	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, most notably around the return to school after lockdown. These particularly affect disadvantaged pupils. Teacher referrals for support to SLT and the Learning Mentor have markedly increased since the return to school after lockdown 2. 35 pupils (of whom 10 are disadvantaged) are in need of 1:1 support, small group intervention or external support eg. Play therapy.

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
Parents of all children are engaged in their child's learning. 4	Parents know and understand their child's/children's levels compared with their peers. Parents are supportive of school policies and working with children at home.
Improved writing attainment among disadvantaged pupils. 1	In 21/22, 66% of disadvantaged children achieve "expected" in Y6 in writing and 50% in Y2.
Improved oral language skills and vocabulary among disadvantaged pupils. 3	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils. 1	In 21/22, 66% of disadvantaged children achieve "expected" in Y6 in Reading and 50% in Y2.
Children who start school mid-year or in year groups higher than Reception will be assessed on entry for speaking. 2/3	All children assessed on entry to school for speaking/understanding. Early identification of children with special needs or specific needs that can be met through interventions.
Children presenting with social/emotional needs will have been supported by school and be more ready to learn as a result. 5	Sustained higher levels of well-being demonstrated by qualitative data (student voice, parental views, teacher observations), reduction in behaviours associated with social/emotional issues.

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: £4,408

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF</p>	1 2
<p>CPD for support staff (HLTA course)</p>	<p>Children are taught by adults with higher levels of education.</p>	1 3
<p>Purchase of more resources linking to synthetic phonics programme: reading books for LKS2 early readers, extra resources for reading intervention groups and tutoring.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1 3
<p>Continued employment and professional</p>	<p>(Mental health first aid, ELSA, Kid-safe training and resources, self-regulation resources)</p>	4, 5

development of a Learning Mentor.		
<p>Improve the quality of social and emotional (SEL) support.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff eg. Self-regulation,</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £17,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOMM Primary toolkit-assessment of identified children in KS2.	EEF and data in school from EYFS WELLCOMM programme use.	1 2 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>EEF</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 2 3
Engaging in School-led Tutoring as part of the National Tutoring scheme, A significant proportion of the pupils who receive tutoring will be disadvantaged. (to provide the 25% cost	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1 2 3

of employing staff as tutors and to cover training costs)	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Small group interventions led by HLTA for Reading and writing.	EEF has found that small group tuition can have up to +4 months progress.	1 2 3
Implementing a handwriting scheme from Y1 to Y3 with targeted children from Y4 and Y5.	In school data shows more children would achieve expected in writing if letters were formed/joined correctly.	1
Employ a private specialist teacher to assess children who are not closing the gap even with interventions to support.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1 2 3

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

Budgeted cost: £25,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote our Nursery Class locally.	Early identification will lead to earlier intervention for disadvantaged children plus identification if a child has SEN.	3 4
Employ a learning mentor	Evidence that improved attendance and family engagement has a positive effect on achievement. EEF	4
Use of 1:1 play therapy sessions	Lancashire Educational Psychology service recommends play therapy as an intervention for children with social/emotional/attachment difficulties.	4
Contingency fund for acute issues	Based on our experiences in the past, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Eg educational visits	All

Total budgeted cost: £46,905

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 5 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and White Rose Maths.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a