

Pupil Premium strategy statement 2021 - 2022

Scholes Junior & Infant School is dedicated to delivering effective and efficient education for all with care, respect and integrity. It is a place where every individual feels cared for, valued, and supported to do their best in everything they do. To create an ethos of mutual respect and commitment to hard work that will give pupils the resilience to meet the challenges that life presents. These values are for all stakeholders but are particularly pertinent to our disadvantaged pupils and families.

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 J & I School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	21.46%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	14 February 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs T Thornton
Pupil premium lead	Mrs T Thornton
Governor / Trustee lead	TBA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,370
Recovery premium funding allocation this academic year	£5,945
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	£72,315

Part A: Pupil Premium strategy plan

Statement of intent

Using the EEF Guide to Pupil Premium research as a guide, we provide a tiered approach to supporting our disadvantaged pupils and any other pupils who need additional support:

1. High quality teaching: Every child has the right to first wave quality teaching, and we invest heavily in our teachers and support staff to ensure this is at the core of our school for all pupils. Every lesson is taught by a qualified teacher.

2. Targeted academic support: we use our catch-up fund and recovery money to fund four highly trained teachers to work outside their allocated hours for targeted support in reading and maths in KS1 and KS2. To ensure the right children receive effective support, these groups are flexible and aim to achieve small incremental steps of progress towards filling known gaps in learning. The focus is on what has been learnt and remembered. These groups are closely aligned to classroom teaching and the curriculum

3. Wider strategies: we have a very clear and understood behaviour policy underpinned by our agreed school values – kindness, independence, nurturing and determination. An unhappy child is unable to learn and thrive so great care is taken and planning is in place to support pupils' emotional needs by establishing an emotionally aware school community and providing bespoke wellbeing support for specific pupils and their families. Each child's wellbeing is checked daily using the Zones of Regulation and all issues are followed up appropriately developing secure and trusted relationships with adults throughout school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality has become a challenge for some of our children after the initial COVID lockdown in March 2020. Our attendance data for the last 2 years indicates that attendance among our disadvantaged pupils is consistently lower than non-disadvantaged pupils. Our assessments show that this is negatively impacting on their progress.
2	Our assessments and observations show that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations especially in reading and writing.
3	Assessments and observations show that on entry into Reception Class, pupils are coming into school with under-developed oral language skills and vocabulary gap. This is most prevalent amongst our disadvantaged pupils when compared to that of non-disadvantaged pupils. This negatively impacts on their ability to communicate, their social skills and subsequently on their learning of phonics and early reading.
4	There has been a rise in the number of disadvantaged pupils with SEND coming into Reception Class without accurate assessments. This impacts on the school's ability to meet their needs on entry and so delays their progress.
5	The (partial) closure of school during the pandemic made it more difficult to engage with some parents – particularly those of disadvantaged pupils. This has had a negative impact on the relationship that school has had with them. This impacts on the parent's engagement and support of their children's education.

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
Improved attendance and punctuality.	Children's attendance and punctuality will be improved, consequently improving the amount of teaching and learning they receive in school. Improved attendance from 2022/2023 will be demonstrated by a reduction in the number of disadvantaged pupils who are persistently absent (absence below 85%).
Improved outcomes in reading and writing.	KS2 reading and writing outcomes for 2022/2023 show an improvement in the % of disadvantaged children who achieve in line with non-disadvantaged.
Improved oral and language skills	Children's ability to communicate in a developmentally appropriate way will improve. The use of interventions (for example NELI) will indicate

	significant improvement in oral language and vocabulary skills for disadvantaged pupils. This will be evident during engagement in lessons and ongoing formative assessment.
Improved pre-school provision and transition for children with SEND.	Early identification and collaborative working will ensure that the needs of disadvantaged children with SEND on entry to school are met. Outcomes for these children will improve.
Improved educational support and engagement from parents at home.	Parents will be more engaged and supportive in their children's education. They will have improved aspirations for their children. This will be evident by parents engaging in school events and supporting their child's education.

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: £ 19,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Phonics Bug) to secure stronger phonics teaching for all pupils.</p> <p>Training for all staff and release time for Reading Lead and Phonics Developer.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>Key member of staff in EYFS/KS1 with language acquisition skills for disadvantaged/SEND pupils.</p> <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 as appropriate and fund ongoing staff 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>

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

Budgeted cost: £ 24,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 3
School-based tutoring to provide additional targeted support to disadvantaged children for English and Maths.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3
Targeted before school sessions for movement, reading and writing.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3
Recruitment of a skilled member of staff to support disadvantaged/SEND children in EYFS/KS1.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £ 25,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working with Local Authority and Early Years providers to improve communication and transition into school for children with SEND.</p>	<p>Early identification of SEND Successful transition for disabled children and children with SEND has its foundation in good practice for all children.</p> <p>https://www.foundationyears.org.uk/files/2015/06/Section-10-Transitions.pdf</p>	<p>1, 4, 5</p>
<p>Provision of a Family Support worker and Wellbeing Support. Community support - Step-by-Step events</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Social and Emotional Learning Evidence Review.pdf</p>	<p>1, 2,5</p>
<p>Educational visits (including residential visits) or voluntary contribution to the overall costs. Milk provision.</p>		<p>1, 2, 5</p>
<p>Music specialist to provide orchestra tuition. Before-school movement group.</p>		<p>1, 2</p>
<p>Playleader and playbuddy training for Years 6 and 2, School Council Child-led clubs.</p>		<p>2</p>

Total budgeted cost: £ 69,620

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.

Throughout 2020/21 we based our actions on our catch-up plan and on findings from the EEF research to best maximise pupil attainment and progress whilst sustaining their social and emotional development and recovery from the pandemic.

We were able to sustain high quality teaching by investing in our teachers and support staff with further training on reading, phonics, maths mastery, language acquisition and safeguarding. Our offer of prioritising pupil wellbeing was continued with the introduction of a family support role to ensure positive relationships gained during the pandemic are sustained. This has continued to be a vital service for not only many of our pupil premium pupils in school, but many others.

The school continued to support our Pupil Premium families during the lockdown and school closure period. All vulnerable children were offered a place in school during the Spring-Term lockdown. However, those families who refused places were supported in a range of ways with 1:1 zoom calls, wellbeing check-ups and delivery of laptops and paper copies for all learning. The online learning platform 'DB Primary' was initiated and used to provide the children with a range of home learning activities. All families in need were offered a device to access the learning. Participation in home learning was tracked by class teachers and SLT and telephone calls were made to families that did not engage.

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?	

What was the impact of that spending on service pupil premium eligible pupils?	
--	--

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.