

# Scholar Green Primary School - Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Scholar Green Primary & Nursery School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	GB
Pupil premium lead	Lyndsey Colman
Governor / Trustee lead	Andrew Harrington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50320

# 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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 education 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 robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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	Attendance and punctuality of vulnerable pupils. Attendance figures are currently good for PP pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.

	Daily phone calls will be taking place at 8am to ensure families are up and awake. We will also be working alongside the local authority to provide family support for targeted pupil premium entitled families to establish routines in the morning and at night preparing for school the following day.
2	There are an increasing number of new pupils entering the school nursery with additional needs. Needs of pupils vary but predominantly include speech and language and communication and interaction. Pupils entering nursery with speech and language difficulties generally go on to having further literacy difficulties in Key Stage 1&2.
3	Social and emotional well-being. A large proportion of our disadvantaged pupils also have social care involvement and/or are identified as having additional needs. These pupils are being supported by our DSMHL in school. In many cases pupil's basic emotional and social needs are not being met. This means they are not in a position to make accelerated progress across the curriculum because they have other worries and emotional barriers to learning.
4	A high proportion of vulnerable pupil's learning is not supported or reinforced at home. Regular reading or homework is rarely completed at home along with other learning programmes such as TTRS or Numbots.
5	PP pupils are often limited in their wider experiences and participation in activities outside school including sports activities, participation in community groups and visiting other areas of interest.

## 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
To ensure summative end of KS1 & KS2 results are at, or exceed, national expectations for progress	Summative Data is in line with national average at both EYFS, KS1 and KS2 at ARE and GD.  Pupils in Years 1&2 achieve in line with national expectations in the phonics screening check.
Increased communication skills in the EYFS impacting on early reading and writing in KS1 and beyond.	Communication & Language – EYFSP to be in line with national achievement at the end of the Reception Year.
Increasing phonics screening results for disadvantaged pupils.	75% of disadvantaged pupils in Year 1 will pass the phonics screening check in 2025  100% of disadvantaged pupils in Year 2 will pass the phonics screening check in June 2022
Increasing the attendance and	Disadvantaged pupils have an average attendance rate of 95%

<p>punctuality of pupils eligible for Pupil premium whilst reducing the number of persistent absentees amongst this group of pupils.</p>	<p>Disadvantaged pupils are late for school less than 3 times per half term (u)</p> <p>There are less than 10% of disadvantaged pupils that are classed as persistently absent</p>
<p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<p>All disadvantaged pupils attend at least one after school club during the academic year.</p> <p>Provide pupils with a high-quality curriculum to provide experiences and enrichment activities to address the need. Expand pupil's cultural capital.</p> <p>All disadvantaged pupils attend at least 1 sports club after school each year.</p> <p>All disadvantaged pupils (Years 1-6) receive swimming lessons during the academic year.</p> <p>All disadvantaged pupils attend an educational visit each term and disadvantaged pupils in Years 2,4,6 and KS2 have the opportunity to attend a residential each academic year.</p> <p>Pupils to access holiday care during the school holidays.</p>
<p>Mental health and well-being support for disadvantaged pupils and their parents</p> <p>Provide emotional well-being support for pupils to enable them to be 'ready to learn' each day.</p>	<p>All disadvantaged pupils to have a 'check in' each morning from a designated member of school staff.</p> <p>Emotional well-being direct work completed with any disadvantaged pupils requiring the intensive support.</p>

## 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: £13,380**

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>NFER Diagnostic Assessments - £3500</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4
<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>Provide speech and language intervention following guidance from a package of care from the NHS.</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> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Membership to Voice 21 Oracy Programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a></p>	2,3
<p>Purchase further resources in a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils across key Stage 2.</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>	4

<p>RWI Resources – From Oxford University Press</p> <p>Comprehension Express Resources</p> <p>Synthetic phonics training for all new staff delivering the programme and refresher training for current staff.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p> <p>Purchase Boxall Profile.</p> <p>ELSA – Training for staff and implementing across school for targeted vulnerable pupils.</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2,3,4

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Wellcomme</p> <p>Voice 21 Oracy Programme</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://voice21.org/impact-report-2022-2023/">https://voice21.org/impact-report-2022-2023/</a></p>	<p>2,3,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Phonics lead in school to model exceptional phonics teaching, support new teachers and maintain consistency of group teaching and assessment across EYFS &amp; KS1, KS2 Spelling KS2</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3,4</p>
<p>To provide targeted intervention and pre-teaching activities for disadvantaged pupils following regular assessment and feedback.</p> <p>Fresh Start Accelerated Reader</p> <p>Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.</p> <p>1:1 tuition for identified disadvantaged pupils provided by a qualified teacher in school.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently.</p>	<p>2,3,4</p>
<p>Every Child Counts intervention for PP pupils in Years 1/2/3 daily for 30mins</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182404/DFE-RR091A.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182404/DFE-RR091A.pdf</a></p>	

individually – 12 week programme.	<a href="https://educationendowmentfoundation.org.uk/public/files/1stClass@Number_evaluation_report.pdf">https://educationendowmentfoundation.org.uk/public/files/1stClass@Number_evaluation_report.pdf</a>	
Tutoring for all PP pupils in KS2 and 1:1 mentoring support sessions for identified pupils	<a href="https://www.gov.uk/government/news/national-tutoring-programme-simplified-to-reach-as-many-pupils-as-possible">https://www.gov.uk/government/news/national-tutoring-programme-simplified-to-reach-as-many-pupils-as-possible</a>	

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

Budgeted cost: **£11,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Engaging the LA Welfare officer to engage with parents of PA children to provide tailored support.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Providing breakfast club for PP pupils from 8am to ensure they are in school on time. Pupils can engage with activities such as TTRockstars, Sumdog, Accelerated Reader</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p><a href="https://www.magicbreakfast.com/news/breakfast-clubs-boost-attainment">https://www.magicbreakfast.com/news/breakfast-clubs-boost-attainment</a></p> <p><a href="https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf">https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf</a></p>	1,3,4
<p>Full Time DSMHL in school for disadvantaged pupils and parents to access the appropriate support from a trained professional whenever needed.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_y">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_y</a></p>	3,4



	<a href="#">oung people s mental health provision.pdf</a>	
Lunch Club provided for PP and vulnerable pupils to provide well-being support for pupils during the lunch period to develop social skills, time for self-regulation and an opportunity to develop their speech and language skills on a smaller group basis.	<a href="https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schools-initiative-increase-social-inclusion">https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schools-initiative-increase-social-inclusion</a>	

**Total budgeted cost: £ 50320**

## 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 2023-24 academic year.

Aim	Outcome
To ensure summative end of KS2 results are at, or exceed, national expectations for progress	Reading – 84% (Exceeded) Writing – 90% (Exceeded) Maths – 77% (Exceeded)  RWM Combined – 71% (Exceeded)
Increased communication skills in the EYFS impacting on early reading and writing in KS1 and beyond.	97% of Year 1 pupils passed the phonics screening test.  97% of Year 2 pupils overall passed the phonics screening test. – 86% of disadvantaged pupils passed the phonics screening test.  72 % of pupils achieved a GLD in reading at the end of the Reception year.  72% of pupils achieved GLD in speaking at the end of the Reception year.
Increasing phonics screening results for disadvantaged pupils.	75% of disadvantaged pupils passed the phonics screening test at the end of year 1.  89% of disadvantaged pupils passed the phonics screening test at the end of Year 2.
Increasing the attendance and punctuality of pupils eligible for Pupil premium whilst reducing the number of persistent absentees amongst this group of pupils.	16% of pupil premium children were classed as persistently absent.(A reduction from 24% the previous year)  Average pupil premium attendance was 94.4%
To enhance pupils' cultural capital by providing a breadth of experiences	100% of disadvantaged pupils have attended at least one after school club during the academic year.  All disadvantaged pupils have attended an extra-curricular sports club during the academic year.

	<p>All disadvantaged pupils (years 1-6) have received swimming lessons during the academic year.</p> <p>All disadvantaged pupils attended an educational visit each term and disadvantaged pupils in Years 2,4,6 and KS2 have the opportunity to attend a residential each academic year.</p> <p>All disadvantaged pupils given the opportunity to access holiday care during the school holidays.</p>
<p>Mental health and well-being support for disadvantaged pupils and their parents</p> <p>Provide emotional well-being support for pupils to enable them to be 'ready to learn' each day.</p>	<p>All disadvantaged pupils have had a 'check in' each morning from a designated member of school staff.</p> <p>Emotional well-being direct work completed with any disadvantaged pupils requiring the intensive support.</p> <p>Life-Skills extra-curricular club offered to vulnerable and PP pupils weekly.</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring teaching is targeted and takes into account starting points . Pre teach assessments completed at the start of every term.</p> <p>Limited vocabulary and speech and language capabilities of pupils.</p> <p>Having available staffing resources to cover staff for CPD activities and staff absence.</p>	<p>Use of summer term assessments and analyses of these assessments to highlight areas of weakness (analyses used by next year's class teacher);</p> <p>For Maths, following the new White Rose planning with 'lost learning' taken into account for absent pupils or those with misconceptions;</p> <p>For English, school planning to be followed by all staff under the direction of the English lead;</p> <p>Consistent vocabulary instruction implemented from September 2024 using identified words with a focus on Tier 2 words (Beck et al.)</p> <p>Non-teaching Deputy Headteacher to provide support with teaching and organisation of class cover/mentor for vulnerable children.</p>

Targeted support	<p>Ensuring that interventions are evidence based and provide impact upon delivery.</p> <p>Consistency of teaching and learning provided for pupil.</p>	<p>EEF Research used as a basis for intervention.</p> <p>Curriculum leader monitoring time weekly.</p> <p>Curriculum subject leaders management time.</p> <p>Formalised systems and processes for planning, assessing, monitoring and accountability across the curriculum.</p>
Wider strategies	<p>Lack of engagement with parents and the extra-curricular provision.</p> <p>Pupils arriving late to school and missing their daily 'check in'.</p>	<p>Pupil's uptake of extra-curricular clubs to be monitored.</p> <p>Parents to be contacted regarding clubs and attendance of pupils.</p> <p>Check in by JA for pupils that miss their daily TA mentor check in first thing.</p> <p>PP pupils to be offered breakfast club in a morning.</p> <p>Linking with the local authority to provide enhanced support and casework for identified families with the EWO.</p> <p>Supervision of mentors for pupils.</p>

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Offering swimming lessons to all disadvantaged pupils in Years 1-6 during the academic year.
- Half Termly Contact for all disadvantaged parents by a senior member of staff in school to discuss progress and targets on case study files.
- Disadvantaged pupils offered childcare during all holidays, providing lunch. This is funded through a grant from the local authority each school holiday.
- Daily Phone calls for disadvantaged pupils that are frequently late to school to ensure the parents are awake and out of bed.
- Subsidy of school uniform for disadvantaged pupils to ensure pupils present at school similarly to their peers.
- Staff mentoring of disadvantaged pupils with regular reading, homework support daily.
- Offering subsidised musical instrument lessons to disadvantaged pupils via the Music for Life.