

## Pupil Premium and Recovery Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2024 to 2025 academic year. This funding will enable us to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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	Scotch Orchard Primary School
Number of pupils in school	211 (195)
Proportion (%) of pupil premium eligible pupils	55 (48) children: 26% (from 15.82%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 <b>2025/2026</b> <b>2026/2027</b>
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dr Rhian Warrack, Headteacher
Pupil premium lead	Dr Rhian Warrack, Headteacher
Governor / Trustee lead	Kate Heeley/Lisa Nelson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,080 (from £40,740)
Recovery premium funding allocation this academic year	£0 (from £1,740)
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	£68,080 (from £42,480)

## Part A: Pupil premium strategy plan

### Statement of intent

Scotch Orchard Primary has high expectations for all pupils and a clear vision for every child to develop into passionate, life-long learners who are both aspirational and resilient. They are inspired to ‘be the best you can be’. Our aims for disadvantaged children are no different.

We intend:

- to remove barriers inhibiting their progress and achievement
- to support and challenge children to achieve at least the same academic achievements (both progress and attainment) as non-disadvantaged pupils with similar starting points
- to provide equal access to extended curriculum and enrichment opportunities as their peers
- to ensure that poor mental health does not inhibit academic and emotional success.

High quality teaching is central to achieve this. An ambitious, rich and varied curriculum is provided which, alongside access to quality first teaching, aims to reduce inequality and increase upward mobility. Staff work collaboratively to craft learning experiences which challenge and broaden children’s lives and attitudes to the world.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we thoroughly analyse data, making full use of a range of research, such as the Education Endowment Foundation. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps. These are evident from Reception through to KS2. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities outside of school. On average, lower attainment and slower progress rates are made by disadvantaged children. Children have knowledge gaps and find it difficult to retain and recall prior knowledge.
2	Some of our children eligible for pupil premium funding also have SEND – 41%. This is an increase from last year’s 30%.
3	Limited life experiences beyond children’s homes and their immediate communities creating a ‘cultural capital’ disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc), although each child has now received an iPad due to the ATLP Learning Futures initiative. Similarly, the students may have limited access to broader life experiences such as music, theatre, the arts and travel to draw upon compared to their peers in school.
4	Attendance for some disadvantaged children has improved slightly but continues to fall below 90%. Lower rates of attendance overall alongside higher persistent absenteeism and increased persistent lateness are seen in these children.

	<p>2022-2023 figures: Overall attendance: 94% PP: 88.7% Non-PP: 95.6%</p> <p>2023-2024 figures: Overall attendance: 94.2% PP: 91.5% Non-PP: 95.2%</p>
5	<p>Complex family issues impact on children's readiness for learning and overall social and emotional wellbeing. Children can lack self-belief, determination and resilience, and struggle due to a lack of self-motivation and confidence to improve.</p>

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 improve oral language skills and vocabulary among underserved pupils.	Assessments and observations indicate significantly improved oral language among underserved pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book and iPad scrutiny and ongoing formative assessment.																							
Improved reading, writing and maths attainment for underserved pupils across school.	<p>Through summative assessments across the academic year 2024/2025, outcomes in reading, writing and maths for underserved pupils will be closer in line to outcomes for their non-pp peers. We would like percentages to increase in outcomes for non-disadvantaged children by at least 10% in reading, writing and maths for disadvantaged children.</p> <table border="1" data-bbox="568 786 1385 1803"> <thead> <tr> <th data-bbox="568 786 842 992">Year Group</th> <th data-bbox="847 786 1114 992">2023/2024- Outcomes for non-disadvantaged children working at the expected standard +.</th> <th data-bbox="1118 786 1385 992">2023/2024- Outcomes for disadvantaged children working at the expected standard +.</th> </tr> </thead> <tbody> <tr> <td data-bbox="568 999 842 1160">1</td> <td data-bbox="847 999 1114 1160">Reading – 68% Writing – 60% Maths – 76%</td> <td data-bbox="1118 999 1385 1160">Reading – 66.7% Writing – 66.7% Maths – 66.7%</td> </tr> <tr> <td data-bbox="568 1167 842 1285">2</td> <td data-bbox="847 1167 1114 1285">Reading – 56.5% Writing – 52.2% Maths – 65.2%</td> <td data-bbox="1118 1167 1385 1285">Reading – 25% Writing – 25% Maths – 0</td> </tr> <tr> <td data-bbox="568 1292 842 1411">3</td> <td data-bbox="847 1292 1114 1411">Reading – 82.4% Writing – 82.4% Maths – 88.2%</td> <td data-bbox="1118 1292 1385 1411">Reading – 33.3% Writing – 33.3% Maths – 33.3%</td> </tr> <tr> <td data-bbox="568 1417 842 1536">4</td> <td data-bbox="847 1417 1114 1536">Reading – 84.2% Writing – 89.5% Maths – 78.9%</td> <td data-bbox="1118 1417 1385 1536">Reading – 66.7% Writing – 66.7% Maths – 66.7%</td> </tr> <tr> <td data-bbox="568 1543 842 1662">5</td> <td data-bbox="847 1543 1114 1662">Reading – 94.1% Writing – 88.2% Maths – 76.5%</td> <td data-bbox="1118 1543 1385 1662">Reading – 50% Writing – 30% Maths – 50%</td> </tr> <tr> <td data-bbox="568 1668 842 1803">6</td> <td data-bbox="847 1668 1114 1803">Reading – 76.2% Writing – 71.4% Maths – 71.4%</td> <td data-bbox="1118 1668 1385 1803">Reading – 54.5% Writing – 45.5% Maths – 45.5%</td> </tr> </tbody> </table>			Year Group	2023/2024- Outcomes for non-disadvantaged children working at the expected standard +.	2023/2024- Outcomes for disadvantaged children working at the expected standard +.	1	Reading – 68% Writing – 60% Maths – 76%	Reading – 66.7% Writing – 66.7% Maths – 66.7%	2	Reading – 56.5% Writing – 52.2% Maths – 65.2%	Reading – 25% Writing – 25% Maths – 0	3	Reading – 82.4% Writing – 82.4% Maths – 88.2%	Reading – 33.3% Writing – 33.3% Maths – 33.3%	4	Reading – 84.2% Writing – 89.5% Maths – 78.9%	Reading – 66.7% Writing – 66.7% Maths – 66.7%	5	Reading – 94.1% Writing – 88.2% Maths – 76.5%	Reading – 50% Writing – 30% Maths – 50%	6	Reading – 76.2% Writing – 71.4% Maths – 71.4%	Reading – 54.5% Writing – 45.5% Maths – 45.5%
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To ensure equal access to extended curriculum and enrichment opportunities	<p>Costs do not prohibit pupils from participating in educational visits/residential experiences and the wider music offer.</p> <p>A high percentage of disadvantaged pupils engage with the range of opportunities available.</p> <p>The impact of experiences enhances learning and raises attainment.</p>																							

<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing demonstrated by noticeable improvements in children’s ability to articulate and manage emotions; solve problems; understand others’ perspectives; communicate appropriately.</p> <p>Families are engaged and receive ‘the right help at the right time’ with external agencies supporting where appropriate.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Continued, sustained high levels of attendance for all with the overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged and non-disadvantaged children being reduced to no more than 3%.</p> <p>2023-2024 figures: Overall attendance: 94.2% PP: 91.5% Non-PP: 95.2%</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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leaders and teachers engage high-quality CPD to ensure children’s social and emotional needs are better supported, which will therefore improve behaviour and outcomes across school</p> <p>Regular CPD based around embedding a restorative approach across school and emotion coaching will take place at regular intervals throughout the year.</p> <p>Cherished Mentor to be trained to support pupils across school in nurture-based interventions (£13,243)</p>	<p>EEF research recommends schools to use ‘targeted approaches’ to meet the behaviour needs of individuals in school, and that ‘teachers should be trained in specific strategies in supporting pupils with high behaviour needs.’</p> <p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months</p> <p>One-to-one tuition = +5 months Small group tuition = +4 months Teaching assistant Interventions = +4 months</p> <p>Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Communication and Language Approaches = +6 months Reading Comprehension Strategies = +6 months</p>	<p>1, 2, 4, 5</p>
<p>Continue to embed Little Wandle Phonics Scheme, including training for all staff, and embed Rapid Catch-Up (% of pupils doing daily intervention).</p>	<p>Little Wandle L&amp;S: EEF – Early Years’ Toolkit – Early Literacy Approaches = + 6 months Communication and Language = +6 months</p>	<p>1, 2, 4</p>

<p>Regular analysis of Phonics assessment by English Lead/AHT.</p> <p>High-quality English scheme of work to be used across school, created by English Lead/AHT.</p> <p>Leaders and teachers to engage in high-quality English CPD, led by the English Lead/AHT. This also includes 1:1 planning time with teachers and English Lead/AHT.</p> <p>Whole-school reading programme 'Bug Club' to be embedded after launch in Autumn Term (<b>£,1190</b>) to raise the profile of both developing reading fluency and comprehension skills across school.</p>		
<p>Participation by teachers and leaders in the NCETM mastering numbers programme to improve pupils' fluency and number sense, in Early Years, Key Stage 1 and Key Stage 2</p>	<p>Research by Tall and Grey into why some pupils fail at maths has informed the NCETM mastering numbers programme</p>	<p>1, 2, 4</p>
<p>Development of the role of 'Metal Health Lead' in order to drive whole school culture which supports and promotes positive mental health</p>	<p>KCSIE 2021, para 73 It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action</p>	<p>2, 4, 5</p>
<p>School-wide subscription to Voice 21 (<b>£2,500</b>) to enhance opportunities for oracy development across school.</p>	<p>EEF Teacher Toolkit 2021 + Voice 21</p>	<p>1, 2, 4</p>
<p>Oracy leaders to be both non-class based and class-based to monitor, coach and mentor</p>	<p>EEF Teacher Toolkit 2021 + Voice 21</p>	<p>1, 2, 4</p>

teachers on the continued implementation of oracy activities and lessons.		
Daily reading, grammar, handwriting and spelling to be taught explicitly through a developed timetable across school to ensure that opportunities to identify gaps in attainment, transcription and composition are not missed and can be addressed.	EEF Improving Literacy in Key Stage 2 EEF Improving Literacy in Key Stage 1 Ofsted English Report 'Telling the story'	1, 2, 4

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to teach small group 'Assertive Mentoring' programme for pupils in KS2 to focus on areas for development in Maths	Evidence-based programme EEF Toolkit recommends to 'use structured interventions to provide additional support' (Improving Standards in Maths)	1, 2, 4
1:1 and small group Little Wandle phonics keep up/catch up daily intervention ( <b>£9,000</b> )	EEF Toolkit 2021 – phonics – very high impact	1, 2
Whole school access to 'Bug Club' Reading programme ( <b>£1190</b> )	EEF Toolkit 2021 – reading comprehension strategies – very high impact	1, 2
Targeted support through a Mentoring Programme ( <b>£264 for 11 week program per pupil</b> )	EEF Toolkit 2023 – Mentoring Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1,4,5
Implementation of grammar and handwriting scheme across school	EEF Improving Literacy in Key Stage 2 EEF Improving Literacy in Key Stage 1 Ofsted English Report 'Telling the story'	1, 2, 4



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

Budgeted cost: £35,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued and progressive whole staff training on Emotion coaching, positive behaviour management and de-escalation strategies in order to further develop school ethos and support social and emotional responses	EEF evidence suggests that whole-school, universal approaches can have positive effects	2, 4, 5
Pupils participate in programmes of age appropriate and progressive experiences throughout school – e.g. forest school, music, culture. Whole-class music lessons and individualised music lessons for PP children facilitated through PP funding.	EEF Toolkit 2021 – arts participation – moderate impact EEF Toolkit 2021 – collaborative learning approaches – high impact	1, 2, 3, 4, 5
Families receive the early help they need to address issues impacting on their everyday lives and wellbeing in order that children benefit from a more stable and safe home-life and therefore applying themselves to learning <b>(£15,000)</b> . The Leadership team are trained in offering EH Support in Staffordshire	KCSIE 2021, para 73 It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children’s welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action	4, 5
Day trips and residential offered at a reduced rate <b>(£4,500)</b>	EEF – The Guide to Pupil Premium: a tiered approach to spending	3, 4, 5
Breakfast club places for selected disadvantaged pupils <b>(£2,000)</b>	EEF – The Guide to Pupils Premium: a tiered approach to spending EEF – toolkit 2021 – parental engagement	4, 5
Whole class instrument lessons for all pupils in Year 3 and Year 5 <b>(£3,600)</b> .	EEF – toolkit 2021	3, 4, 5

**Total budgeted cost: £68,080**

## **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 2023-2024 academic year.

Desired Outcomes	Impact														
<ul style="list-style-type: none"> <li>• To secure at least expected progress of all from their individual starting points in all curriculum areas, especially reading, writing and maths and the deficit among disadvantaged pupils is diminished</li> </ul>	<ul style="list-style-type: none"> <li>• Most children have made expected progress from the beginning of the academic year. The attainment gap in reading, writing and maths among disadvantaged pupils to their non-disadvantaged pupils is still significant, particularly in Key Stage Two.</li> </ul> <table border="1" data-bbox="647 611 1217 1496"> <thead> <tr> <th data-bbox="647 611 762 723">Year Group</th> <th data-bbox="762 611 1217 723">2023/2024 Attainment Gap for disadvantaged vs non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td data-bbox="647 723 762 853">1</td> <td data-bbox="762 723 1217 853">                     Reading - + 1.3%                      Writing - + 6.7%                      Maths - - 9.3%                 </td> </tr> <tr> <td data-bbox="647 853 762 983">2</td> <td data-bbox="762 853 1217 983">                     Reading: - 31.5%                      Writing - 27.2%                      Maths: -62.5%                 </td> </tr> <tr> <td data-bbox="647 983 762 1113">3</td> <td data-bbox="762 983 1217 1113">                     Reading: - 49.1%                      Writing - 49.1%                      Maths: -54.9%                 </td> </tr> <tr> <td data-bbox="647 1113 762 1243">4</td> <td data-bbox="762 1113 1217 1243">                     Reading: - -17.5%                      Writing - 22.8%                      Maths: --12.2%                 </td> </tr> <tr> <td data-bbox="647 1243 762 1373">5</td> <td data-bbox="762 1243 1217 1373">                     Reading: - 44.1%                      Writing - 58.2%                      Maths: -26.5%                 </td> </tr> <tr> <td data-bbox="647 1373 762 1496">6</td> <td data-bbox="762 1373 1217 1496">                     Reading: - 21.7%                      Writing - 25.9%                      Maths: -25.9%                 </td> </tr> </tbody> </table>	Year Group	2023/2024 Attainment Gap for disadvantaged vs non-disadvantaged	1	Reading - + 1.3% Writing - + 6.7% Maths - - 9.3%	2	Reading: - 31.5% Writing - 27.2% Maths: -62.5%	3	Reading: - 49.1% Writing - 49.1% Maths: -54.9%	4	Reading: - -17.5% Writing - 22.8% Maths: --12.2%	5	Reading: - 44.1% Writing - 58.2% Maths: -26.5%	6	Reading: - 21.7% Writing - 25.9% Maths: -25.9%
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<ul style="list-style-type: none"> <li>• To improve overall language skills, vocabulary and communication and the deficit among disadvantaged pupils is diminished</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for vocabulary development across school has begun through continued work with Voice 21. Through Learning Walks, observations, monitoring of outcomes on iPads and discussions with pupils, it is clear that vocabulary and communication skills across school is significant. Upon analysis of PP numbers and the association with SEND, PP children are having increased opportunities to record learning outcomes orally on Showbie (our digital learning application), making them more likely to meet learning outcomes in Foundation subjects. However, with a focus on Tier 2, Tier 3 and progressive, nuanced vocabulary across all foundation subjects in the next academic year, alongside continued work with Voice 21, we could see even further progress being made.</li> </ul>														
<ul style="list-style-type: none"> <li>• To ensure equal access to extended curriculum and enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• All PP children had access to trips and residential this year, with 7 of our 11 pupil premium children in Year 6 attending</li> </ul>														

	the Residential to France. Similarly, whole-class guitar and recorder lessons have taken place in Year 5 and Year 3. Discounted prices for individual music tuition has been taken up for ____.
<ul style="list-style-type: none"> <li>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>Through the training of a Learning Mentor and whole-staff development in emotion coaching, children across school have had an enhanced offer in wellbeing teaching and support this year. Staff CPD has been led by trained leaders, SENd specialists and Cherished to upskill all staff members in their strategies and approaches to improving wellbeing for children.</li> </ul>
<ul style="list-style-type: none"> <li>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>We have seen an improvement with regards to disadvantaged pupils' attendance in school:</li> </ul> <p>2022-2023 figures: Overall attendance: 94% PP: 88.7% Non-PP: 95.6%</p> <p>2023-2024 figures: Overall attendance: 94.2% PP: 91.5% Non-PP: 95.2%</p>

### 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
<ul style="list-style-type: none"> <li>Bug Club</li> <li>Power Maths</li> </ul>	<ul style="list-style-type: none"> <li>Pearson</li> </ul>
<ul style="list-style-type: none"> <li>Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Engage Mentoring</li> </ul>
<ul style="list-style-type: none"> <li>Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Cherished mentor training</li> </ul>

### Service pupil premium funding (optional)

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

Measure	Details
<ul style="list-style-type: none"> <li>How did you spend your service pupil premium allocation last academic year?</li> </ul>	<ul style="list-style-type: none"> <li>Reduced cost for experiences/trips/residentials, e.g music, culture, adventurous outdoor activities</li> </ul>
<ul style="list-style-type: none"> <li>What was the impact of that spending on service pupil premium eligible pupils?</li> </ul>	<ul style="list-style-type: none"> <li>Children were able to access high-quality activities that further developed their social and emotional skills/health</li> </ul>