



## Pupil premium strategy statement

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	Scott Wilkie Primary School
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	1/12/22
Date on which it will be reviewed	1/12/23
Statement authorised by	Farhathafza Quayum
Pupil premium lead	Rebecca Dallas
Governor / Trustee lead	Bola Benby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,445.00
Recovery premium funding allocation this academic year	£22,765
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	£240,210

# Part A: Pupil premium strategy plan

## Statement of intent

At Scott Wilkie Primary School, all staff are dedicated to providing a world class education where every child, regardless of their socio-economic background, is able to reach their full potential. Where children are at risk of not flourishing socially, emotionally or academically, we are committed to employing strategies and interventions to alleviate the barriers which may be caused by personal circumstances or gaps formed by missed learning opportunities.

The key challenges faced by our more disadvantaged learners may include: low attainment and progress outcomes; limited support at home due to lack of resources, motivation or aptitude; persistent absence and missed learning opportunities; confidence and self-esteem issues that demotivate learners; limited experience beyond the local community; and poor language and communication skills. We understand that challenges are multifaceted and unique to each pupil, therefore we ensure a tailored approach is taken when supporting our more disadvantaged pupils.

The objectives of our pupil premium strategy are based on a current research and evidence base, primarily taken from the Education Endowment Fund (EEF). According to the EEF (2021), 'Great teaching is the most important lever schools have to improve pupil attainment'. At Scott Wilkie Primary School, supporting and enabling our teachers to deliver high quality teaching and learning is at the forefront of our approach. Therefore, a significant proportion of our pupil premium funding will be spent on professional development to raise teaching standards (including but not limited to, targeted CPD, teaching & learning support, planning support, monitoring & feedback and coaching opportunities). Furthermore, in order to develop a more holistic approach to enabling our more disadvantaged pupils to overcome challenges, we will also be focusing our funding on intervention strategies, cultural opportunities and wellbeing.

The key principles of our current pupil premium strategy plan are:

- Embed a school-wide ethos of **attainment for all** through a nurturing, well-rounded curriculum;
- Provide all pupils with **high quality teaching and learning opportunities** that are supported by both internal and external research;
- To focus on individual learners through the use of **intervention strategies** that enable our more disadvantaged pupils to keep up with their peers;
- To help build well-rounded learners who are able to flourish socially, emotionally and academically by providing **cultural capital opportunities that will promote social mobility in later life**;
- **A responsive leadership style** that helps to develop and embed best practice through effective training, modelling, coaching and monitoring opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	A core group of pupils in receipt of pupil premium are at risk of not making expected progress.
2	For our more disadvantaged pupils, engagement levels of <b>online provision</b> varied and as a result, basic skills in reading, writing and maths are poor.
3	The attendance of our more disadvantaged pupils is below national average and a greater proportion of these children are categorised as persistent absentees.
4	<b>The impact of lockdown</b> on the social, emotional and mental health needs of disadvantaged learners has adversely affected learning behaviours and motivation.
5	Certain groups of children lack the cultural capital to reach their full potential (vocabulary, material & emotional understanding, life experiences and expectations) which may in the long term limit the opportunities available to them.

## 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
A reduction in the attainment gap between pupil premium and non-pupil premium children in reading, writing and maths.	<ul style="list-style-type: none"> <li>- Data shows that pupil premium children are making good progress and they are keeping up with their peers.</li> <li>- Pupil premium children are making expected progress at the end of EYFS, KS1 and KS2.</li> <li>- Interventions and support are in place to ensure that pupil premium children are making expected progress.</li> </ul>
Improvement in the basic skills that underpin reading, writing and maths.	<ul style="list-style-type: none"> <li>- Children are writing in complete sentences, punctuating sentences properly and ensuring their writing makes sense.</li> <li>- There is an improvement in handwriting and basic letter formation is retaught where required.</li> <li>- Spelling is successfully taught using the RWI Spelling programme.</li> <li>- Children know their times tables up to 12x12, have a good understanding of the four operations and place value.</li> <li>- Children can read and comprehend age appropriate literature.</li> <li>- 1:1 reading support is a priority for every child who is at risk of making less than expected progress.</li> </ul>
<p>Pupil premium children are attending school more regularly and fewer pupil premium children are classed as persistent absentees.</p> <p>Pupil premium children are attending school on time.</p>	<ul style="list-style-type: none"> <li>- Children are attending school at least 97% of the time.</li> <li>- Children are coming to school on time and not missing key learning opportunities.</li> <li>- The school is working with the families of persistent absentees.</li> <li>- Teachers are at the forefront of identifying and dealing with the barriers that prevent some of our pupils from attending school.</li> <li>- A walking bus service is offered to pupils that struggle to get to school on time.</li> </ul>
An improvement in children's social, emotional and mental health which makes them more willing, motivated learners.	<ul style="list-style-type: none"> <li>- PSHE/P4C is timetabled weekly in each year group.</li> <li>- TAs and peer mentors are used to deal with fall outs on the playground.</li> <li>- Counselling is offered to pupils that need additional support regulating their emotions or dealing with trauma.</li> </ul>
Cultural capital experiences for our pupils are developed and sustained.	<ul style="list-style-type: none"> <li>- Pupils attainment in wider curriculum areas is in line with their peers.</li> <li>- The teaching of tier 2 and tier 3 vocabulary is prioritised across the curriculum.</li> <li>- Every pupil premium child has benefitted from a range of educational visits across the year. Visits will: underpin and hook children into the curriculum; expose children to arts and culture; allow children to have experiences that they may not ordinarily get the chance to; and help children to learn about their local area.</li> <li>- Children will be confident in discussing their aspirations and dreams for the future.</li> <li>- All children will learn an instrument and be taught French in KS2.</li> <li>- A wide range of extra-curricular activities are attended by pupils from lower socio-economic families.</li> </ul>

## 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: £ 118,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching: triangulate CPD to ensure that Rosenshine's Principles of Instruction and the Science of Learning underpin lesson structures across the curriculum.	<p>Education involves helping a novice to develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well-rehearsed and tied to other knowledge (<b>Rosenshine cited in Nicholson and Roe, 2021, Herts for Learning</b>).</p> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils (<b>EEF, 2021, High Quality Teaching</b>).</p>	1, 2 & 5
Quality first teaching: utilise members of the senior leadership team to develop pedagogy, planning and assessment.	<p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend (<b>Sutton Trust Report, 2011</b>).</p> <p>Support from senior leaders ... [is] 'crucial' to improving teachers' attitudes towards research (<b>EEF, 2016, Evaluation Report</b>).</p> <p>The Supporting the Attainment of Disadvantaged Pupils document suggests high quality teaching as a key aspect of successful schools (<b>DfE, 2015</b>).</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (<b>EEF, 2021, High Quality Teaching</b>).</p>	1, 2 & 5

<p>Embed programmes to ensure a consistent approach to the teaching of Reading, Writing and Maths.</p>	<p>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of phonics is more effective on average than other approaches to early reading <b>(EEF, 2020, Teaching &amp; Learning Toolkit)</b>.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year <b>(EEF, 2020, Teaching &amp; Learning Toolkit)</b>.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge <b>(EEF, 2020, Teaching &amp; Learning Toolkit)</b>.</p>	<p><b>1, 2 &amp; 5</b></p>
<p>Set precise, high quality action steps and holding staff to account using the highest identified levers in a bid to improve teaching and learning.</p>	<p>Instructional coaching is currently the best-evidenced form of professional development we have <b>(Sims, 2019, Four reasons instructional coaching is currently the best-evidenced form of CPD)</b>.</p> <p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD <b>(Steve Farndon, 2019, Ambition Institute)</b>.</p> <p>[A report conducted by the Ambition Institute found that] 71% of respondents strongly believe that incremental coaching helps pupil progress and 82% of teachers surveyed strongly agree their practice had benefited from incremental coaching <b>(Peter Matthews, 2016, Incremental Coaching in Schools)</b>.</p>	<p><b>1, 2 &amp; 5</b></p>
<p>Use consultants to develop subject knowledge, refine pedagogy and improve pupil outcomes.</p>	<p>Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation <b>(EEF, 2021, Effective Professional Development)</b>.</p>	<p><b>1, 2 &amp; 5</b></p>

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

Budgeted cost: £ 81,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality, targeted interventions delivered by skilled TAs that enable our lower attaining pupils to catch up and ultimately keep up (LEG, SNIP, 1:1 reading, pre and post teaching).	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver (<b>EEF, 2020, Teaching &amp; Learning Toolkit</b>).</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils (<b>EEF, 2020, Teaching &amp; Learning Toolkit</b>).</p>	1, 2, 4 & 5
<p>Smaller class sizes in year groups that are identified as having additional educational, SEND and behavioural needs.</p> <p>Two adults in every class to provide a more holistic approach to dealing with the challenges faced by our more disadvantaged learners.</p>	<p>Evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers (<b>EEF, 2020, Teaching &amp; Learning Toolkit</b>).</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness (<b>EEF, 2020, Teaching &amp; Learning Toolkit</b>).</p>	1, 2, 4 & 5
Provision for our Greater Depth students to enable them to master the breadth and depth of the curriculum (Reading Gladiators & Brilliant Club).	The Brilliant Tutoring programme supports the national post-Covid tutoring effort so that pupils can access a future they deserve. Our programme re-engages and rebuilds secondary school pupils' confidence in core subjects by working with our subject expert tutors ( <b>Brilliant Club, 2021</b> ).	1, 2, 4 & 5

	<p><b>The four stages of competence</b></p> <p><b>Focus Education (date unknown)</b></p>	
School led tutoring offered to pupils who have struggled to maintain standards in writing.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas ( <b>EEF, 2020, Teaching &amp; Learning Toolkit</b> ).	<b>1, 2, 4 &amp; 5</b>
1:1 online maths tutoring provision for year 6 pupils.	Online tutoring can be a powerful tool to help children affected by school closures, according to initial findings from a study of over 1,000 primary and secondary school pupils ( <b>EEF, 2020, Online Tutoring Report</b> ).	<b>1, 2, 4 &amp; 5</b>
Continuing to nurture our SEND children to thrive and make the very most out of their education (SEND room, dyslexia support, deployment of TAs, speech and language therapist).	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals ( <b>EEF, 2020, Special Educational Needs in Mainstream Schools</b> ).	<b>1, 2, 4 &amp; 5</b>
Extending the school day in year 5&6 to focus on basic skills and fluency.	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average ( <b>EEF, 2020, Teaching &amp; Learning Toolkit</b> ).	<b>1, 2, 4 &amp; 5</b>
Online learning platforms used to support children with home learning (Spag.com, Mathletics, LbQ, Spelling Shed and Espresso).  Homework Clubs offered to pupils who do not have the resources or capacity to complete work set at home.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools ( <b>EEF, 2020, Teaching &amp; Learning Toolkit</b> ).  Homework clubs can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision ( <b>EEF, 2020, Teaching &amp; Learning Toolkit</b> ).	<b>1, 2, 4 &amp; 5</b>



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

Budgeted cost: £ 40,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support persistently absent pupils who are at risk of making poor progress.</p> <ul style="list-style-type: none"> <li>- Walking bus service offered to persistently late pupils.</li> <li>- Action plans set for persistent absentees.</li> <li>- Teachers to lead support offered to pupils and parents of persistently absent children.</li> </ul>	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful Impacts for these outcomes (<b>EEF, 2021, Attendance interventions rapid evidence assessment</b>).</p>	3
<p>To ensure that our pupils are emotionally ready for learning.</p> <ul style="list-style-type: none"> <li>- School counsellor.</li> <li>- Breakfast club.</li> <li>- Peer mediation.</li> <li>- P4C/PSHE taught weekly and additionally if need arises.</li> <li>- Rights Respecting Schools programme to be embedded across the school.</li> <li>- Provide snacks/drinks for before and after school clubs.</li> </ul>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (<b>EEF, 2020, Teaching &amp; Learning Toolkit</b>).</p>	4
<p>To provide pupils with the skills, life experiences and knowledge base that will make them well rounded individuals who are able to succeed in the future.</p> <ul style="list-style-type: none"> <li>- Subsidised visits including the Y6 residential.</li> </ul>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural visits which can be subject to financial barriers for pupils from deprived backgrounds (<b>EEF, 2020, Teaching &amp; Learning Toolkit</b>).</p>	4 & 5

<ul style="list-style-type: none"> <li>- Debate Mate</li> <li>- Every Y6 pupil to receive a Nat Geo Kids subscription.</li> <li>- First News subscription for every KS2 class.</li> <li>- Arts participation opportunities to underpin the curriculum (History off the page, Shaking up Shakespeare, panto etc.).</li> <li>- Young voices</li> </ul>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. <b>(EEF, 2020, Teaching &amp; Learning Toolkit).</b></p>	
--	---	--

**Total budgeted cost: £ 240,210**

## Part B: Review of outcomes in the previous academic year

*This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.*

### Internal School Data

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Detailed below are the outcomes of standardised teacher administered tests at the end of KS1 and KS2.*

#### Pupil Outcomes at the End of KS1:

	Pupils Eligible for PP	Pupils Not Eligible for PP
% achieving expected standard in reading	79%	71%
% achieving expected standard in writing	63%	64%
% achieving expected standard in Maths	84%	79%
% achieving greater depth standard in reading	21%	14%
% achieving greater depth standard in writing	16%	14%
% achieving greater depth standard in maths	21%	14%

#### Pupil Outcomes at the End of KS2:

	Pupils Eligible for PP	Pupils Not Eligible for PP
% achieving expected standard in reading	74%	100%
% achieving expected standard in writing	56%	92%
% achieving expected standard in Maths	70%	96%
% achieving greater depth standard in reading	44%	64%
% achieving greater depth standard in writing	11%	36%
% achieving greater depth standard in maths	44%	68%

## Pupil premium strategy outcomes

Last year marked the end of our previous pupil premium strategy plan, below is our assessment of how successfully the intended outcomes of that plan were met.

	Intended Outcomes 2020/2021
1	A core group of pupils in receipt of pupil premium are at risk of not making expected progress.
2	For our more disadvantaged pupils, engagement levels of online provision varied and as a result, basic skills in reading, writing and maths are poor.
3	The attendance of our more disadvantaged pupils is below national average and a greater proportion of these children are categorised as persistent absentees.
4	The impact of lockdown on the social, emotional and mental health needs of disadvantaged learners has adversely affected learning behaviours and motivation.
5	Certain groups of children lack the cultural capital to reach their full potential (vocabulary, material & emotional understanding, life experiences and expectations) which may in the long term limit the opportunities available to them.

## Teaching (for example, CPD, recruitment and retention)

	Action	Impact																				
1 2 5	Quality first teaching: triangulate CPD to ensure that Rosenshine’s Principles of Instruction and the Science of Learning underpin lesson structures across the curriculum.	<table><tr><th>KS2 SATs</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>Scott Wilkie EXP</td><td>88%</td><td>73%</td><td>83%</td></tr><tr><td>National EXP</td><td>79%</td><td>69%</td><td>71%</td></tr><tr><td>Scott Wilkie GD</td><td>52%</td><td>23%</td><td>56%</td></tr><tr><td>National GD</td><td>28%</td><td>13%</td><td>22%</td></tr></table>	KS2 SATs	Reading	Writing	Maths	Scott Wilkie EXP	88%	73%	83%	National EXP	79%	69%	71%	Scott Wilkie GD	52%	23%	56%	National GD	28%	13%	22%
		KS2 SATs	Reading	Writing	Maths																	
		Scott Wilkie EXP	88%	73%	83%																	
		National EXP	79%	69%	71%																	
		Scott Wilkie GD	52%	23%	56%																	
		National GD	28%	13%	22%																	
Maths No problem Report- ‘Very good pedagogy observed throughout lessons.’																						
T4W Report- ‘Rosenshine’s Principles have been a focus for professional development with staff across the curriculum, including English.’																						
Humanities Consulting Report- ‘Teachers have worked well on ensuring that there is a review of prior learning at the beginning of topics and furthermore in some year groups there is clear evidence of mini reviews throughout each learning journey.’																						
Science Consulting Report- ‘The learning journey was used as an exemplary piece and shared with other schools’																						

		OFSTED Report- 'Lessons are well planned and sequenced, and teachers check pupils' understanding of what has been taught.'  Parent survey- 'Quality of teaching is a strength of the school.'
1 2 5	Quality first teaching: utilise members of the senior leadership team to develop pedagogy, planning and assessment.	T4W Report - 'Leadership of Talk for Writing continues to be strong.'  MNP Report- 'Farhathafza and Rebecca have a clear vision of where they would like to go. Their overview and expectations are high, and they explained how planning of regular journal sessions are embedded across the school'  OFSTED Report- 'Leaders have developed an ambitious curriculum that meets pupils' needs and ensures that all achieve highly. The early years is an excellent example of leaders' curricular thinking. Leaders share their expertise with staff so that everyone is teaching early reading using the same approach.'
1 2 5	Embed programmes to ensure a consistent approach to the teaching of Reading, Writing and Maths.	T4W Report- 'There is whole-hearted commitment to the process in every class.'  MNP Report- 'An accredited MNP school with full implementation across all stages; Foundations scheme implemented this year. It was a joy to see it embedded so well.'
1 2 5	Set precise, high quality action steps and holding staff to account using the highest identified levers in a bid to improve teaching and learning.	OFSTED Report- 'Leaders have identified that limitations in some pupils' vocabulary are holding them back from gaining the knowledge they need in some subjects. Leaders have developed a systematic approach to teaching this vocabulary so that pupils' language development is supported effectively.'  Kirkland Rowell Survey- 77.1% of staff felt there were good opportunities for professional development.
1 2 5	Use consultants to develop subject knowledge, refine pedagogy and improve pupil outcomes.	T4W development days focusing on area of development across the school but if other individual development is required 'Subject Leaders and Headteachers will give individual feedback from the visits, especially to those staff where some professional development would be beneficial'  MNP Report- 'Scott Wilkie Primary is active in staff development and ensures staff needs are met with regular training days to support and develop staff understanding of maths mastery.'

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

	Action	Impact
1 2 4 5	High-quality, targeted interventions delivered by skilled TAs that enable our lower attaining pupils to catch up and ultimately keep up (LEG, SNIP, 1:1 reading, pre and post teaching).	Year 1- 88% passed phonics screening check  Reading Pupil Voice (Survey)- Qu: How does the school help you to become a good reader? - Adults listen to us read. - Help me pronounce words I don't know.

		<ul style="list-style-type: none"><li>- Ask me questions when I read.</li><li>- Make book recommendations.</li><li>- Ask me to summarise what has happened.</li></ul> <p>LEGS- Year 6 group moved from Level 3 in September to secure Level 4 by the end of the year.</p> <table><tr><th>Year 1 On Track or Above</th><th>Maths</th><th>Reading</th><th>Writing</th></tr><tr><td>Non Pupil Premium</td><td>71%</td><td>71%</td><td>71%</td></tr><tr><td>Pupil Premium</td><td>83%</td><td>78%</td><td>78%</td></tr></table> <table><tr><th>Year 2 On Track or Above</th><th>Maths</th><th>Reading</th><th>Writing</th></tr><tr><td>Non Pupil Premium</td><td>79%</td><td>71%</td><td>64%</td></tr><tr><td>Pupil Premium</td><td>84%</td><td>79%</td><td>63%</td></tr></table>	Year 1 On Track or Above	Maths	Reading	Writing	Non Pupil Premium	71%	71%	71%	Pupil Premium	83%	78%	78%	Year 2 On Track or Above	Maths	Reading	Writing	Non Pupil Premium	79%	71%	64%	Pupil Premium	84%	79%	63%
Year 1 On Track or Above	Maths	Reading	Writing																							
Non Pupil Premium	71%	71%	71%																							
Pupil Premium	83%	78%	78%																							
Year 2 On Track or Above	Maths	Reading	Writing																							
Non Pupil Premium	79%	71%	64%																							
Pupil Premium	84%	79%	63%																							
1 2 4 5	<p>Smaller class sizes in year groups that are identified as having additional educational, SEND and behavioural needs.</p> <p>Two adults in every class to provide a more holistic approach to dealing with the challenges faced by our more disadvantaged learners.</p>	<p>Pupil Voice Report:</p> <ul style="list-style-type: none"><li>- 95% reported that they found their lessons interesting.</li><li>- 100% reported their teacher had high expectations of them.</li><li>- 96% reported they felt safe at school.</li></ul> <p>SEN/EAL 2021/22 Action Plan:</p> <ul style="list-style-type: none"><li>- SEN working in small group settings are making progress.</li><li>- All SEN being taught in class have scaffolding and are able to access the lessons.</li><li>- All SEN pupils are engaged during the lessons and are in mixed ability groupings.</li></ul> <table><tr><th>Year 6 SEND/ bottom 20% group</th><th>Reading Avg. Progress Score</th><th>Maths Avg. Progress Score</th></tr><tr><td>Scott Wilkie</td><td>+1.93</td><td>+3.14</td></tr><tr><td>National</td><td>+1.12</td><td>+1.37</td></tr></table>	Year 6 SEND/ bottom 20% group	Reading Avg. Progress Score	Maths Avg. Progress Score	Scott Wilkie	+1.93	+3.14	National	+1.12	+1.37															
Year 6 SEND/ bottom 20% group	Reading Avg. Progress Score	Maths Avg. Progress Score																								
Scott Wilkie	+1.93	+3.14																								
National	+1.12	+1.37																								
1 2 4 5	<p>Provision for our Greater Depth students to enable them to master the breadth and depth of the curriculum (Reading Gladiators &amp; Brilliant Club).</p>	<p>Year 6 Pupil Voice on Scholars Club:</p> <ul style="list-style-type: none"><li>- I really enjoyed this experience because we got a taster of what university life is like and how people who are studying for a science degree would write reports and carry out experiments. It really helped me choose what career path I might take in the future.</li></ul> <p>Pupil Voice Report:</p> <ul style="list-style-type: none"><li>- 95% reported that they found their lessons interesting.</li><li>- 100% reported their teacher had high expectations of them.</li></ul>																								

		<table><tr><td>Year 2 Working Above</td><td>Maths</td><td>Reading</td><td>Writing</td></tr><tr><td>Non Pupil Premium</td><td>14%</td><td>14%</td><td>14%</td></tr><tr><td>Pupil Premium</td><td>21%</td><td>21%</td><td>16%</td></tr></table>	Year 2 Working Above	Maths	Reading	Writing	Non Pupil Premium	14%	14%	14%	Pupil Premium	21%	21%	16%				
Year 2 Working Above	Maths	Reading	Writing															
Non Pupil Premium	14%	14%	14%															
Pupil Premium	21%	21%	16%															
		<table><tr><td></td><td>Maths</td><td>Reading</td><td>Writing</td></tr><tr><td>Year 3 GD</td><td>19%</td><td>31%</td><td>22%</td></tr><tr><td>Year 4 GD</td><td>21%</td><td>23%</td><td>19%</td></tr><tr><td>Year 6 GD</td><td>56%</td><td>54%</td><td>23%</td></tr></table>		Maths	Reading	Writing	Year 3 GD	19%	31%	22%	Year 4 GD	21%	23%	19%	Year 6 GD	56%	54%	23%
	Maths	Reading	Writing															
Year 3 GD	19%	31%	22%															
Year 4 GD	21%	23%	19%															
Year 6 GD	56%	54%	23%															
1 2 4 5	School led tutoring offered to pupils who have struggled to maintain standards in writing.	<table><tr><td>KS2 SATs</td><td>Exp</td><td>PP Exp</td><td>Non- PP Exp</td></tr><tr><td>Scott Wilkie</td><td>73%</td><td>56%</td><td>92%</td></tr><tr><td>National</td><td>69%</td><td>55%</td><td>75%</td></tr></table>	KS2 SATs	Exp	PP Exp	Non- PP Exp	Scott Wilkie	73%	56%	92%	National	69%	55%	75%				
KS2 SATs	Exp	PP Exp	Non- PP Exp															
Scott Wilkie	73%	56%	92%															
National	69%	55%	75%															
1 2 4 5	1:1 online maths tutoring provision for year 6 pupils.	<table><tr><td>KS2 SATs</td><td>Maths</td></tr><tr><td>Scott Wilkie EXP</td><td>83%</td></tr><tr><td>National EXP</td><td>71%</td></tr><tr><td>Scott Wilkie GD</td><td>56%</td></tr><tr><td>National GD</td><td>22%</td></tr></table>	KS2 SATs	Maths	Scott Wilkie EXP	83%	National EXP	71%	Scott Wilkie GD	56%	National GD	22%						
KS2 SATs	Maths																	
Scott Wilkie EXP	83%																	
National EXP	71%																	
Scott Wilkie GD	56%																	
National GD	22%																	
1 2 4 5	Continuing to nurture our SEND children to thrive and make the very most out of their education (SEND room, dyslexia support, deployment of TAs, speech and language therapist).	<table><tr><td>Year 6 SEND/ bottom 20% group</td><td>Reading Avg. Progress Score</td><td>Maths Avg. Progress Score</td></tr><tr><td>Scott Wilkie</td><td>+1.93</td><td>+3.14</td></tr><tr><td>National</td><td>+1.12</td><td>+1.37</td></tr></table> <table><tr><td>EYFS</td><td>Speaking</td></tr><tr><td>FSM</td><td>75%</td></tr><tr><td>Non-FSM</td><td>74%</td></tr></table> <p>EYFS Trustee Report:</p> <ul style="list-style-type: none"><li>- The teacher and 2 teaching assistants were sensitively facilitating and supporting the children’s play. Inside an adult was modelling a collage from leaves and twigs, developing vocabulary, while children concentrated on creating their own.</li></ul>	Year 6 SEND/ bottom 20% group	Reading Avg. Progress Score	Maths Avg. Progress Score	Scott Wilkie	+1.93	+3.14	National	+1.12	+1.37	EYFS	Speaking	FSM	75%	Non-FSM	74%	
Year 6 SEND/ bottom 20% group	Reading Avg. Progress Score	Maths Avg. Progress Score																
Scott Wilkie	+1.93	+3.14																
National	+1.12	+1.37																
EYFS	Speaking																	
FSM	75%																	
Non-FSM	74%																	

		<ul style="list-style-type: none"><li>- A teacher skilfully intervened when a tall tower of large Lego pieces was toppled and positively urged the pupils to keep on trying.</li><li>- There was plenty of evidence of good interactions between the adults and children with clear opportunities to develop language.</li></ul>																				
1 2 4 5	Extending the school day in year 5&6 to focus on basic skills and fluency.	OFSTED Report: Pupils also like that they have time to practise their learning together at the start and end of each school day.																				
		<table><tr><td>Year 5</td><td>Maths</td><td>Reading</td></tr><tr><td>Pupil Premium EXP</td><td>78%</td><td>78%</td></tr><tr><td>Non Pupil Premium EXP</td><td>76%</td><td>79%</td></tr></table>	Year 5	Maths	Reading	Pupil Premium EXP	78%	78%	Non Pupil Premium EXP	76%	79%											
		Year 5	Maths	Reading																		
		Pupil Premium EXP	78%	78%																		
		Non Pupil Premium EXP	76%	79%																		
		<table><tr><td>Year 6</td><td>Maths</td><td>Reading</td></tr><tr><td>Scott Wilkie EXP</td><td>83%</td><td>88%</td></tr><tr><td>National EXP</td><td>71%</td><td>79%</td></tr></table>	Year 6	Maths	Reading	Scott Wilkie EXP	83%	88%	National EXP	71%	79%											
Year 6	Maths	Reading																				
Scott Wilkie EXP	83%	88%																				
National EXP	71%	79%																				
1 2 4 5	Online learning platforms used to support children with home learning (Spag.com, Mathletics, LbQ, Spelling Shed and Espresso). Homework Clubs offered to pupils who do not have the resources or capacity to complete work set at home.	<ul style="list-style-type: none"><li>- Average of 20 children attending homework club weekly.</li></ul>																				
		<table><tr><td>KS2 SATs</td><td>Reading</td><td>SPAG</td><td>Maths</td></tr><tr><td>Scott Wilkie EXP</td><td>88%</td><td>79%</td><td>83%</td></tr><tr><td>National EXP</td><td>79%</td><td>72%</td><td>71%</td></tr><tr><td>Scott Wilkie GD</td><td>52%</td><td>45%</td><td>56%</td></tr><tr><td>National GD</td><td>28%</td><td>22%</td><td>22%</td></tr></table>	KS2 SATs	Reading	SPAG	Maths	Scott Wilkie EXP	88%	79%	83%	National EXP	79%	72%	71%	Scott Wilkie GD	52%	45%	56%	National GD	28%	22%	22%
		KS2 SATs	Reading	SPAG	Maths																	
		Scott Wilkie EXP	88%	79%	83%																	
		National EXP	79%	72%	71%																	
Scott Wilkie GD	52%	45%	56%																			
National GD	28%	22%	22%																			

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

	Action	Impact							
3	To support persistently absent pupils who are at risk of making poor progress. <ul style="list-style-type: none"><li>Walking bus service offered to persistently late pupils.</li><li>Action plans set for persistent absentees.</li><li>Teachers to lead support offered to pupils and parents of persistently absent children.</li></ul>								
		All pupils	All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		School	93.5 %	92.4 %	93.6 %	94%	93.2 %	93.4 %	94.3 %
		FFT National	92.8 %	92.3 %	92.9 %	93%	93%	92.8 %	92.8 %
		Difference	+0.7 %	+0.1 %	+0.7 %	+0.9 %	+0.2 %	+0.6 %	+1.5 %
FSM	All	Year	Year	Year	Year	Year	Year		



		pupils		1	2	3	4	5	6
		School	92.8 %	90.3 %	93.9 %	93.8 %	92.7 %	92.5 %	93.5 %
		FFT National	90.5 %	89.7 %	90.5 %	90.7 %	90.8 %	90.6 %	90.6 %
		Difference	+2.3 %	+0.6 %	+3.4 %	+3.1 %	+1.9 %	+1.9 %	+2.9 %
4	<p>To ensure that our pupils are emotionally ready for learning.</p> <ul style="list-style-type: none"> <li>● School counsellor.</li> <li>● Breakfast club.</li> <li>● Peer mediation.</li> <li>● P4C/PSHE taught weekly and additionally if need arises.</li> <li>● Rights Respecting Schools programme to be embedded across the school.</li> <li>● Provide snacks/drinks for before and after school clubs.</li> </ul>	<p>Vulnerable Children Pupil Voice report:</p> <ul style="list-style-type: none"> <li>- 'I enjoy breakfast club and lots of clubs after school.'</li> <li>- 'We have good teachers, good pupils and good learning.'</li> <li>- All reported their teacher encourages them to be friendly, kind and help others.</li> </ul> <p>Achieving Bronze Rights Respecting School Award.</p>							
4 5	<p>To provide pupils with the skills, life experiences and knowledge base that will make them well rounded individuals who are able to succeed in the future.</p> <ul style="list-style-type: none"> <li>● Subsidised visits including the Y6 residential.</li> <li>● Debate Mate</li> <li>● Every Y6 pupil to receive a Nat Geo Kids subscription.</li> <li>● First News subscription for every KS2 class.</li> <li>● Arts participation opportunities to underpin the curriculum (History off the page, Shaking up Shakespeare, panto etc.).</li> </ul>	<p>Pupil Voice Report:</p> <ul style="list-style-type: none"> <li>- 78% attend an additional club before or after school.</li> <li>- 96% reported they were happy at school.</li> </ul> <p>OFSTED Report:</p> <ul style="list-style-type: none"> <li>- Parents and carers particularly appreciate the many sporting activities, extracurricular clubs and trips that are available to their children.</li> <li>- Leaders are keen for pupils to experience life in the wider world. They promote pupils' broader development well through a variety of additional activities and opportunities.</li> </ul>							

## 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
Take One Book	Just Imagine
Learning by Questions	Learning by Questions

## 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