



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	362
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	1/12/23
Date on which it will be reviewed	1/12/24
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	£267,720 EYFS £620
Recovery premium funding allocation this academic year	£26,680
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	£295,020

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 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.

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

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
<p>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>	<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 (Rosenshine cited in Nicholson and Roe, 2021, Herts for Learning).</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 (EEF, 2021, High Quality Teaching).</p>	<p>1, 2 & 5</p>
<p>Quality first teaching: utilise members of the senior leadership team to develop pedagogy, planning and assessment.</p>	<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 (Sutton Trust Report, 2011).</p> <p>Support from senior leaders ... [is] ‘crucial’ to improving teachers’ attitudes towards research (EEF, 2016, Evaluation Report).</p> <p>The Supporting the Attainment of Disadvantaged Pupils document suggests high quality teaching as a key aspect of successful schools (DfE, 2015).</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 (EEF, 2021, High Quality Teaching).</p>	<p>1, 2 & 5</p>

<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 (EEF, 2020, Teaching & Learning Toolkit).</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year (EEF, 2020, Teaching & Learning Toolkit).</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 (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2 & 5</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 (Sims, 2019, Four reasons instructional coaching is currently the best-evidenced form of CPD).</p> <p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD (Steve Farndon, 2019, Ambition Institute).</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 (Peter Matthews, 2016, Incremental Coaching in Schools).</p>	<p>1, 2 & 5</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 (EEF, 2021, Effective Professional Development).</p>	<p>1, 2 & 5</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
<p>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>	<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 (EEF, 2020, Teaching & Learning Toolkit).</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 (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>
<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 (EEF, 2020, Teaching & Learning Toolkit).</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 (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>
<p>Provision for our Greater Depth students to enable them to master the breadth and depth of the curriculum (Reading Gladiators & Brilliant Club).</p>	<p>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 (Brilliant Club, 2021).</p>	<p>1, 2, 4 & 5</p>

	<p>The four stages of competence</p>  <p>Focus Education (date unknown)</p>	
<p>School led tutoring offered to pupils who have struggled to maintain standards in writing.</p>	<p>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 (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>
<p>1:1 online maths tutoring provision for year 6 pupils.</p>	<p>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 (EEF, 2020, Online Tutoring Report).</p>	<p>1, 2, 4 & 5</p>
<p>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).</p>	<p>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 (EEF, 2020, Special Educational Needs in Mainstream Schools).</p>	<p>1, 2, 4 & 5</p>
<p>Extending the school day in year 5&6 to focus on basic skills and fluency.</p>	<p>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 (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>
<p>Online learning platforms used to support children with home learning (Spag.com, Mathletics, LbQ, Spelling Shed and Espresso).</p> <p>Homework Clubs offered to pupils who do not have the resources or capacity to complete work set at home.</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools (EEF, 2020, Teaching & Learning Toolkit).</p> <p>Homework clubs can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>

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"> - Walking bus service offered to persistently late pupils. - Action plans set for persistent absentees. - Teachers to lead support offered to pupils and parents of persistently absent children. 	<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 & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful Impacts for these outcomes (EEF, 2021, Attendance interventions rapid evidence assessment).</p>	<p>3</p>
<p>To ensure that our pupils are emotionally ready for learning.</p> <ul style="list-style-type: none"> - School counsellor. - Breakfast club. - Peer mediation. - P4C/PSHE taught weekly and additionally if need arises. - Rights Respecting Schools programme to be embedded across the school. - Provide snacks/drinks for before and after school clubs. 	<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. (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>4</p>
<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"> - Subsidised visits including the Y6 residential. 	<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 (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>4 & 5</p>

<ul style="list-style-type: none"> - Debate Mate - Every Y6 pupil to receive a Nat Geo Kids subscription. - First News subscription for every KS2 class. - Arts participation opportunities to underpin the curriculum (History off the page, Shaking up Shakespeare, panto etc.). - Young voices 	<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. (EEF, 2020, Teaching & Learning Toolkit).</p>	
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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 2022 to 2023 academic year.

Internal School Data

Detailed below are the outcomes of standardised teacher administered tests at the end of KS1 and KS2 FOR 2022/2023.

Pupil Outcomes at the End of KS1:

	Pupils Eligible for PP	Pupils Not Eligible for PP
% achieving expected standard in reading	68%	47%
% achieving expected standard in writing	68%	47%
% achieving expected standard in Maths	52%	67%
% achieving greater depth standard in reading	12%	27%
% achieving greater depth standard in writing	4%	20%
% achieving greater depth standard in maths	8%	27%

Pupil Outcomes at the End of KS2:

	Pupils Eligible for PP	Pupils Not Eligible for PP
% achieving expected standard in reading	90%	91%
% achieving expected standard in writing	85%	85%
% achieving expected standard in Maths	97%	86%
% achieving greater depth standard in reading	39%	53%
% achieving greater depth standard in writing	21%	48%
% achieving greater depth standard in maths	97%	86%

Pupil Outcomes for each 2022/23 academic year:

	Reading (Exp)	Writing (Exp)	Maths (Exp)
Year 1 PP	64%	61%	72%
Year 1 NPP	68%	68%	86%
Year 2 PP	68%	68%	52%
Year 2 NPP	47%	47%	67%
Year 3 PP	72%	68%	84%
Year 3 NPP	69%	62%	85%
Year 4 PP	59%	55%	68%
Year 4 NPP	91%	91%	91%
Year 5 PP	72%	66%	75%
Year 5 NPP	83%	83%	89%
Year 6 PP	90%	85%	97%
Year 6 NPP	91%	85%	86%

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 2022/2023	
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.	KS2 SATs	Reading	Writing	Maths
		Scott Wilkie EXP	89%	84%	92%
		National EXP	74%	73%	74%
		Scott Wilkie GD	43%	30%	52%
		National GD	29%	13%	25%
		<p>T4W Report November 2022:</p> <ul style="list-style-type: none"> - Adults working with children had a clear focus on what was being taught/explored and writing group-work was evident, focussed and concentrated on application of phonic knowledge. - Staff have been thinking about what is useful to be displayed and what will help children to learn, rather than filling the walls with things to be displayed. Year 6 had a particularly strong footprint of their unit on the washing line. - Work is built up sequentially <p>OFSTED Report 2023:</p> <ul style="list-style-type: none"> - They have identified the key knowledge that pupils need to secure. This is effectively sequenced from early years onwards to allow pupils to build their learning cumulatively. - High-quality subject-specific training ensures staff build expertise and present knowledge clearly. Teachers check pupils’ understanding carefully. Any errors or misconceptions are routinely identified and corrected. <p>Science Consulting Report Reviewing 2022/23:</p> <ul style="list-style-type: none"> - Outcomes throughout KS1 have improved with evidence of a wide range of first hand, concrete learning incorporating a wide range of opportunities to engage children in tasks. - Practice is strongest when children are guided by the teacher who challenges children to make sure that results make sense and to review & improve investigations so that ‘distractors’ are addressed/minimised. <p>Humanities Consulting Report Reviewing 2022/23:</p> <ul style="list-style-type: none"> - Leaders identify gaps in children’s learning and act robustly and rapidly upon those gaps and key levers for improvement. This has resulted in a significant improvement in outcomes. 			

		<ul style="list-style-type: none"> - Children to focus to a greater degree know that they will be expected to recall key learning and to make links between topics. Their learning outcomes reflect greater complexity and sophistication as they progress through their school career. <p>Governor Visit May 2023:</p> <ul style="list-style-type: none"> - The learning environment was top-class: lots of evidence around to remind children about learning across many subjects of the curriculum. - Evidence in Geography of building on previous work, embedding learning, and also planning future work and expectations
<p>1 2 5</p>	<p>Quality first teaching: utilise members of the senior leadership team to develop pedagogy, planning and assessment.</p>	<p>Governor Visit May 2023:</p> <ul style="list-style-type: none"> - SLT support in both planning and delivering lessons, modelling good practice and ensuing support - ECT- Having a dedicated mentor is very supportive, especially one who you trust; - PPA time is supported by SLT, which is great. <p>Ofsted June 2023:</p> <ul style="list-style-type: none"> - Leaders have designed a very ambitious curriculum for all pupils, including pupils with SEND. They have identified the key knowledge that pupils need to secure. This is effectively sequenced from early years onwards to allow pupils to build their learning cumulatively - Leaders select ambitious texts to ensure that each year group is exposed to a broad range of literature. <p>Humanities Consulting Report Reviewing 22/23:</p> <ul style="list-style-type: none"> - Teachers have ensured that previous strengths have been maintained and built upon. - Teachers have taken note of feedback and significant progress has been made in relation to acting on key levers for change. <p>Pupil Voice July 2023</p> <ul style="list-style-type: none"> - 100% reported that they found their lessons interesting and at the right level for them. A 5% increase from last year. - 100% reported that they made progress and their work gets better every year. - 100% reported that they are getting a good education
<p>1 2 5</p>	<p>Embed programmes to ensure a consistent approach to the teaching of Reading, Writing and Maths.</p>	<p>T4W Report November 2022:</p> <ul style="list-style-type: none"> - Talk for Writing is well established as a teaching vehicle across the school and we saw full fidelity to the approach when visiting classrooms. - The classroom environments are consistent and well resourced. <p>Ofsted 2023:</p> <ul style="list-style-type: none"> - Staff are well trained in the agreed phonics programme and use sounds precisely. <p>Kirkland Rowell Survey 22/23:</p> <ul style="list-style-type: none"> - Staff consider delivery of the following staff core areas to be 'outstanding': Organisation of curriculum, Overall sense of common purpose

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.	<p>Humanities Consulting Report Reviewing 22/23:</p> <ul style="list-style-type: none"> - Teachers have taken note of feedback and significant progress has been made in relation to acting on key levers for change. <p>Ofsted 2023:</p> <ul style="list-style-type: none"> - Staff are exceptionally positive about working at Scott Wilkie. They particularly appreciate the efforts to reduce unnecessary workload and support their well-being. Staff at all levels feel that leaders invest in their development. This includes a personalised approach to the support that individual staff may need. <p>Kirkland Rowell Survey 22/23:</p> <ul style="list-style-type: none"> - Staff consider delivery of the following staff core areas to be 'outstanding': Opportunities for professional development. - 83.8% of staff agreed there were good opportunities for professional development; a 7.3% increase from the previous year. 								
1 2 5	Use consultants to develop subject knowledge, refine pedagogy and improve pupil outcomes.	<p>Humanities Consulting Report Reviewing 2022/23:</p> <ul style="list-style-type: none"> - Outcomes in books throughout both schools evidence clear improvement upon outcomes in previous years. <p>Ofsted 2023:</p> <ul style="list-style-type: none"> - High-quality subject-specific training ensures staff build expertise and present knowledge clearly. <p>Kirkland Rowell Survey 22/23:</p> <ul style="list-style-type: none"> - Staff consider delivery of the following staff core areas to be 'outstanding': Opportunities for professional development, Organisation of curriculum. - Parent views: My child is taught well at this school <table border="0"> <tr> <td>Developing potential</td> <td>84.2%</td> </tr> <tr> <td>Ensuring pupils do their best/make good progress</td> <td>83.2%</td> </tr> <tr> <td>Use of exams and testing</td> <td>82.7%</td> </tr> <tr> <td>Teaching quality</td> <td>82.2%</td> </tr> </table>	Developing potential	84.2%	Ensuring pupils do their best/make good progress	83.2%	Use of exams and testing	82.7%	Teaching quality	82.2%
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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).	NELI:	Autumn On Track or Above: Speaking	Summer On Track or Above: Speaking
		Pupil Premium	58%	71%
		Non Pupil Premium	41%	68%

		<p>Year 1:</p> <ul style="list-style-type: none"> - 81% passed phonics screening check. - 14 out of 17 children given additional 1:1 phonics support passed. - Out of the three given extra support who did not pass, 1 children missed it by 1 mark and another child missed it by 2 marks. <p>Reading Lab Report (2023)</p> <ul style="list-style-type: none"> - 100% of the children maintained or improved their raw score between the baseline and final assessments. - 74% of children improved their raw score between the baseline and final assessments. - The Ratio Gain of the pupils was 2.1. Ratio Gain between 2.0 and 3.0 show 'useful impact' <p>Pupil Voice July 2023- Qu: What do we do well at our school?</p> <ul style="list-style-type: none"> - 'Making sure that a person gets the level of learning if even if they are below standards or above' <table border="1" data-bbox="724 797 1401 1039"> <thead> <tr> <th>Year 3 On Track or Above</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>72%</td> <td>68%</td> <td>84%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>69%</td> <td>62%</td> <td>85%</td> </tr> </tbody> </table> <table border="1" data-bbox="724 1111 1401 1352"> <thead> <tr> <th>Year 6 On Track or Above</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>90%</td> <td>85%</td> <td>97%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>91%</td> <td>85%</td> <td>86%</td> </tr> </tbody> </table>	Year 3 On Track or Above	Maths	Reading	Writing	Pupil Premium	72%	68%	84%	Non Pupil Premium	69%	62%	85%	Year 6 On Track or Above	Maths	Reading	Writing	Pupil Premium	90%	85%	97%	Non Pupil Premium	91%	85%	86%
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Non Pupil Premium	69%	62%	85%																							
Year 6 On Track or Above	Maths	Reading	Writing																							
Pupil Premium	90%	85%	97%																							
Non Pupil Premium	91%	85%	86%																							
<p>1 2 4 5</p>	<p>Two smaller class sizes in year groups that are identified as having additional educational, SEND and behavioural needs to ensure all pupils get quality-first teaching from a qualified teacher.</p>	<p>Pupil Voice July 2023: Qu: What do we do well at our school?</p> <ul style="list-style-type: none"> - 'The teachers make sure that we understand the lesson' - 'Teach us well' - 'Teachers help us learn' - 'Teachers are good at explaining things' <p>SEN Book Look Jan 2023:</p> <ul style="list-style-type: none"> - Scaffolding is evident and supports the progress of individuals with specific needs. - Children are following the whole class learning journeys and with support are accessing tasks and showing progress within the learning journey. - Highly structured and individualised support is provided. <p>Ofsted 2023:</p> <ul style="list-style-type: none"> - Pupils are happy and safe at Scott Wilkie. 																								

		<ul style="list-style-type: none"> - Pupils behave exceptionally well around the large school site. This is because expectations are clear and are consistently applied. - From early years, children learn to show a focused attitude to their learning. They treat others with respect and are keen to support their peers. - Pupils receive appropriate support on the rare occasions when their behaviour or attendance does not match the high expectations of staff. 																																																																						
<p>1 2 4 5</p>	<p>Provision for our Greater Depth students to enable them to master the breadth and depth of the curriculum (Reading Gladiators & Brilliant Club).</p>	<p>Year 6 Scholars Club Impact:</p> <table border="1"> <thead> <tr> <th rowspan="2">Competency</th> <th colspan="3">Scott Wilkie Primary School</th> <th colspan="3">UK Comparison</th> </tr> <tr> <th>Baseline Average</th> <th>Final Average</th> <th>Average progress</th> <th>Baseline Average</th> <th>Final Average</th> <th>Average progress</th> </tr> </thead> <tbody> <tr> <td>Written Communication</td> <td>40</td> <td>51</td> <td>30 %</td> <td>51</td> <td>64</td> <td>25 %</td> </tr> <tr> <td>Critical Thinking</td> <td>34</td> <td>52</td> <td>52 %</td> <td>50</td> <td>63</td> <td>25 %</td> </tr> </tbody> </table> <p>Reading Gladiators Impact:</p> <table border="1"> <thead> <tr> <th>Year 2 Reading</th> <th>Autumn- % of pupils achieving above the expected standard</th> <th>Summer- % of pupils achieving above the expected standard</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>0%</td> <td>12%</td> </tr> <tr> <td>Non- Pupil Premium</td> <td>25%</td> <td>27%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 3 Reading</th> <th>Autumn- % of pupils achieving above the expected standard</th> <th>Summer- % of pupils achieving above the expected standard</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>12%</td> <td>20%</td> </tr> <tr> <td>Non- Pupil Premium</td> <td>7%</td> <td>8%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 6 Reading</th> <th>Autumn- % of pupils achieving above the expected standard</th> <th>Summer- % of pupils achieving above the expected standard</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>5%</td> <td>39%</td> </tr> <tr> <td>Non- Pupil Premium</td> <td>8%</td> <td>53%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Year 2 GD</td> <td>16%</td> <td>18%</td> <td>11%</td> </tr> <tr> <td>Year 3 GD</td> <td>21%</td> <td>16%</td> <td>16%</td> </tr> <tr> <td>Year 4 GD</td> <td>27%</td> <td>27%</td> <td>21%</td> </tr> </tbody> </table>	Competency	Scott Wilkie Primary School			UK Comparison			Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress	Written Communication	40	51	30 %	51	64	25 %	Critical Thinking	34	52	52 %	50	63	25 %	Year 2 Reading	Autumn- % of pupils achieving above the expected standard	Summer- % of pupils achieving above the expected standard	Pupil Premium	0%	12%	Non- Pupil Premium	25%	27%	Year 3 Reading	Autumn- % of pupils achieving above the expected standard	Summer- % of pupils achieving above the expected standard	Pupil Premium	12%	20%	Non- Pupil Premium	7%	8%	Year 6 Reading	Autumn- % of pupils achieving above the expected standard	Summer- % of pupils achieving above the expected standard	Pupil Premium	5%	39%	Non- Pupil Premium	8%	53%		Maths	Reading	Writing	Year 2 GD	16%	18%	11%	Year 3 GD	21%	16%	16%	Year 4 GD	27%	27%	21%
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		Year 5 GD	18%	22%	16%	
		Year 6 GD	52%	43%	30%	
1	School led tutoring offered to pupils who have struggled to maintain standards in writing.	KS2 SATs	Exp	PP Exp	Non- PP Exp	
2		Scott Wilkie	84%	85%	85%	
4		National	73%			
5						
1	Early morning and After School booster sessions run by experienced year 6 staff to close gaps in maths knowledge.	KS2 SATs		Maths		
2		Scott Wilkie EXP		92%		
4		National EXP		74%		
5		Scott Wilkie GD		52%		
		National GD		25%		
1	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).		Reading Avg. Progress Score	Writing Avg. Progress Score	GPS Avg. Progress Score	Maths Avg. Progress Score
2		Year 6 SEND	+1.0	+1.0	+3.3	+2.2
4			Scott Wilkie Year 2 SEND	National Year 2 SEND	Difference	
5		Reading Avg. Scaled Score	105.7	94.9	+10.8	
		Maths Avg. Scaled Score	107.3	96.4	+10.9	
		Trustee Report on SEND Hub (November 2022)				
		<ul style="list-style-type: none"> - An inspirational Hub with an outdoor area provided a quiet, calm atmosphere. - This arrangement also encourages the staff to work with and assist each other. - There are stimulating, concrete resources and workstations with visual timetables so that the children know when the activity is coming to an end, helping them with transitions and to self-regulate. - Individual targets are woven into the day's tasks. - All class teachers plan for SEND pupils to have access to the lessons and they participate in Assembly, Music and PE lessons as appropriate. - Children have social, language and conversation partners to encourage interactions. 				
		OFSTED 2023:				

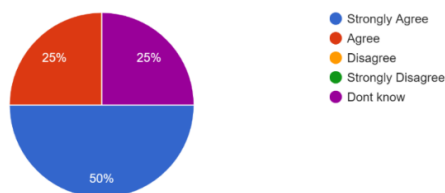
- Staff have exceptionally high expectations of all pupils, including pupils with special educational needs and/or disabilities (SEND).
- Leaders have designed a very ambitious curriculum for all pupils, including pupils with SEND
- Pupils with SEND are swiftly identified. Regular training is provided on how to help pupils to access the ambitious curriculum. Pupils receive appropriately personalised support, including high-quality interactions with staff. Pupils with SEND are fully included in the life of the school.

TfW Report November 2022:

- SEND children are well supported in class.

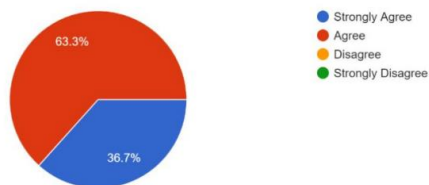
Parent Survey 2023:

7. SEND children are well cared for, taught effectively and make good progress.
4 responses



Staff Survey 2023:

SEND children are planned and taught effectively, and make good progress?
30 responses



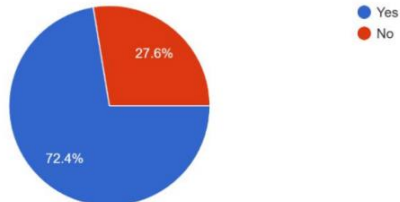
SEN Data 2023- Progress between Autumn and Summer

Year 2 SEN	Reading at Exp	Writing at Exp
Autumn	11%	33%
Summer	56%	56%

Year 3 SEN	Maths at Exp	Reading at Exp	Writing at Exp
Autumn	0%	0%	0%
Summer	67%	67%	33%

Year 4 SEN	Reading at Exp	Writing at Exp
Autumn	17%	17%
Summer	40%	20%

		Year 5 SEN	Maths at Exp	Writing at Exp
		Autumn	20%	0%
		Summer	40%	20%
		Year 6 SEN	Autumn	Summer
		Maths at Exp	16%	84%
		Maths at GD	16%	50%
		Reading at Exp	33%	67%
		Reading at GD	16%	33%
		Writing at Exp	33%	50%
		Writing at GD	16%	33%
		EYFS Audit 2023:		
		<ul style="list-style-type: none"> ● Reception <ul style="list-style-type: none"> - Routines such as partner talk/MT-YT are extremely well embedded. - The smaller groups for blending worked extremely well. - There was a calm and purposeful learning environment. - Resources were well used and offered a rich wide curriculum in all the areas of learning. - The mud kitchen and construction area showed learning of a high quality. ● Nursery <ul style="list-style-type: none"> - The forest school was planned effectively. The children were confident and excited to share their learning. - Staff were anchored and children were gathered around the adult, engaged in learning. 		
		EYFS Provision across the school was excellent		
	1 2 4 5	Extending the school day in year 5&6 to focus on basic skills and fluency.	Parent Survey 2023 Qu- What do you think are the strengths at this school? - 'The before and after school provisions.'	
		Maths	Reading	Writing
	Year 5 Exp	80%	76%	72%
	Year 6	Maths	Reading	Writing
	Scott Wilkie EXP	97%	85%	93%
	National EXP	73%	71%	73%

<p>1 2 4 5</p>	<p>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.</p>	<p>Parent Survey 2023 Qu- What do you think are the strengths at this school? - 'Extracurricular activities covering a variety of different subject areas.'</p> <p>Pupil Survey 2023 I attend a before or after school club. 87 responses</p>  <p>41% of pupils attended a club focused on improving their learning e.g. maths club, homework club, science club etc.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Action		Impact								
3	<p>To support persistently absent pupils who are at risk of making poor progress.</p> <ul style="list-style-type: none"> Walking bus service offered to persistently late pupils. Action plans set for persistent absentees. Teachers to lead support offered to pupils and parents of persistently absent children. 	FSM pupils	All %	Rec %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %	Year 6 %
		School	92.0	90.9	92.2	90.6	93.2	91.8	91.7	92.8
		FFT National	91.3	93.3	90.6	91.4	91.7	91.7	91.6	91.6
		Difference	+0.7	+1.5	+1.6	-0.8	+1.5	+0.1	+0.1	+1.3
4	<p>To ensure that our pupils are emotionally ready for learning.</p> <ul style="list-style-type: none"> School counsellor. Breakfast club. Peer mediation. P4C/PSHE taught weekly and additionally if need arises. Rights Respecting Schools programme to be embedded across the school. Provide snacks/drinks for before and after school clubs. 	<p>July 2023- Achieved Silver Rights Respecting School Award</p> <ul style="list-style-type: none"> 'The school's going slow and deep approach has been very successful with a big focus spent on pupils' mental well-being which is seen as a priority for conducive learning.' 'Many children stated they feel totally safe in school.' 'Peer Mediators have a very positive impact on behaviour and the use of rights language across the school. Teachers have noticed a reduction in reported incidents. Pupils said they enjoy helping other children to sort out arguments.' <p>Ofsted 2023:</p> <ul style="list-style-type: none"> Both the democratically elected council and the 'rights ambassadors' play an active role in bringing the school's values to life. The curriculum for personal, social, health and economic education is designed to support pupils to learn and embed important ideas. Leaders plan multiple opportunities to develop pupils' character, including through regular 								

		<p>assemblies focusing on important issues such as democracy and respect.</p> <p>Pupil Survey 2023:</p> <ul style="list-style-type: none"> - 99% of pupils reported feeling safe at school. - 99% of pupils agreed if they had a problem it got sorted out.
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"> ● Subsidised visits including the Y6 residential. ● Debate Mate ● Every Y6 pupil to receive a Nat Geo Kids subscription. ● First News subscription for every KS2 class. ● Arts participation opportunities to underpin the curriculum (History off the page, Shaking up Shakespeare, panto etc.). 	<p>Pupil Survey 2023:</p> <ul style="list-style-type: none"> - 72.4% attend a club before or after school. - 100% reported they were happy at school. <p>Parent Survey 2023:</p> <ul style="list-style-type: none"> - 86.5% agreed there was a good range of clubs for their child to attend. - 77% agreed the school supports their child's wider personal development <p>OFSTED 2023:</p> <ul style="list-style-type: none"> - Pupils of all ages are well prepared for the next stage of their education. For example, a 'scholars' programme enables Year 6 pupils to participate in university life. - Staff ensure that pupils' experiences go beyond the academic. They plan multiple visits to enrich different areas of the curriculum. - In school, activities include art club, choir, 'reading gladiators' and multisports. <p>Staff and Pupil Feedback on Debate Mate</p> <ul style="list-style-type: none"> - Won 4 out of 6 of their debates. - Staff 'Pupils performed well. Their confidence in public speaking, listening skills and reasoning skills improved throughout the year.' - Pupils 'It was really fun.' 'I enjoyed thinking of counter arguments in debates.' 'I used to be scared of standing up and speaking to a large group of people but now I know I can do it and do it well.'

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