

New Scotland Hill Primary School and Nursery

Pupil Premium Grant Strategy Statement 2023-26



This statement details New Scotland Hill's commitment to the effective use of Pupil Premium Grant funding to improve the educational outcomes (in relation to attainment and progress) and Personal and Social Development of our disadvantaged pupils. It outlines our Pupil Premium Strategy, how we strategically spend the funding within this academic year and the impact that last year's spending of Pupil Premium Grant funding had within our school on enhancing opportunities for our disadvantaged pupils.

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School Context

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|---|---|
| Pupils on Roll | 202 (218 including Nursery) |
| Proportion of disadvantaged pupils | 12 12 x FSM |
| Pupil premium allocation this academic year | £15480 |
| Academic year or years covered by statement | 2023-26 |
| Publish date | December 2024 |
| Review date | November 2025 |
| Statement authorised by | Simon Cotterill |
| Pupil premium lead | Charlotte Farrelly |
| Governor lead | Darren Abbott |
| PPG Visitor Meetings to Review | 1) 24.11.25 2) Spring Term TBC 3) Summer Term TBC |

Part A: Pupil Premium Strategy - Statement of Intent

The Senior Leadership Team, all members of staff and the Governing Body at New Scotland Hill Primary School and Nursery are dedicated to ensuring that our disadvantaged pupils experience a school environment that reflects aspiration for their academic potential and their personal and social development. We are committed to ensuring their pastoral, social and academic needs are met within an inclusive, caring and nurturing environment, in keeping with our school vision for all.

It is our role to ensure that every child will develop a love for learning and acquire skills and abilities to succeed and thrive in school and life, regardless of social and economic background. Effective, high-quality teaching is at the heart of this approach, along with adapted teaching strategies, focused intervention and additional support where needed. A broad and balanced curriculum, rich in experience and supplemented by wide-ranging extra-curricular opportunities ensures that each and every child has the opportunity to fulfil their potential and be ready for the next steps as learners, year-on-year at New Scotland Hill, and as they move between phases of their education. Positive learning behaviours, instilled in our young people through an aspirational culture, ensure that barriers to learning are removed and there are no ceilings to achievement.

National and local contextual factors are having even greater impact on our families and children, both financially and also upon mental health and well-being and personal, social development. The effective use of the Pupil Premium Grant is critical to support our disadvantaged children and those within vulnerable groups.

As our shared school vision states: Imagine a school where everyone is... 'inspired to be the best that we can be'. This is at the heart of our Pupil Premium Strategy for ensuring that our disadvantaged pupils can achieve this at New Scotland Hill.

Challenges:

These are the key challenges faced by our disadvantaged pupils:

| Challenge | Detail of Challenge |
|-----------|---|
| 1 | Attendance and punctuality: for specific PPG pupils within our cohorts, lower than expected attendance, and poor punctuality impacts on routines and expectations about the start of the school day |
| 2 | Low attainment or drop-off in progress to below expected for core groups and individual pupils Below ARE |
| 3 | Accelerating progress for those securely at ARE to increase the number of PPG pupils achieving Above ARE at key marker points |
| 4 | Personal Development: Children's limited breadth of experiences and opportunities (through roles and responsibilities, wider curriculum and extra-curricular opportunities) impacts on their PSED. |
| 5 | Increased levels of anxiety and lack of self-confidence, and the impact of the pandemic on PPG pupils' mental health and well-being |
| 6 | Financial circumstances impacting greatly on children accessing resources, uniform and wider opportunities (eg. Music lessons, sports sessions); this leads to increased anxiety for both children and parents/carers |

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 |
|--|--|
| All children eligible for the Pupil Premium Grant make at least expected progress, and where below ARE, greater than expected progress. | Progress measured against prior assessment points. Matrices evidence all PPG children in 'white zone', with focus pupils into 'green zone' Wipers evidence greater than expected progress for all pupils, even where staying within colour band. |
| In focus year groups (Y2 and Y5) where % of children eligible for Pupil Premium Grant is higher, the gap between these groups and their peers is narrowed in attainment, and progress measures increased to above their peers. | Progress measure indicates increased progress for PPG pupils; in comparison to peers, progress measure is greater, based on starting points |
| To maintain regular attendance and punctuality. | At least 95% attendance achieved for all PPG pupils Where attendance is inconsistent, attendance plan has positive impact on regular attendance for focus pupils. |
| To increase participation in extra-curricular activities and experiences for all pupils eligible for the Pupil Premium Grant, creating a bespoke offer to ensure that all children participate. | All PPG pupils engage in extra-curricular activity PE tracker evidences engagement in wider range of sport and physical activity |
| To ensure that all children in families eligible for the Pupil Premium Grant continue to access the increased residential opportunities offered. | All PPG pupils access residential opportunities in Y5 and 6 |
| To raise aspiration through taking on roles and areas of responsibility, making a positive contribution to the wider life of the school and community. | All PPG children take on role and area of responsibility across school, appropriate to year group. |
| To ensure that the impact of external financial factors and the cost-of-living crisis on Pupil Premium Grant children is lessened and that they experience an inclusive education. | All families able to access support through access to FSA. Intervention for families identified on entry to school, with parents/carers able to engage fully within school community. All pupils attend school with uniform, equipment and resources |
| To address significant Social, Emotional and Personal Development needs identified within our Pupil Premium Grant cohort through bespoke provision. | Case studies of PPG pupils accessing inclusion support, evidence impact through pupil voice and parental/carer input. |

Activities in This Academic Year

This details how we intend to spend our pupil premium this academic year to address the challenges listed in the previous section:

Teaching (eg. CPD, Recruitment, Retention):

| Activity | Evidence to Support This Approach | Challenges Addressed |
|--|--|----------------------|
| Quality First Teaching: Good to outstanding teaching across the curriculum, High-quality modelling of key concepts and strategies. Effective use of guided and focus groups within lessons, | Historical data and progress and attainment of pupils with trends identified. Progress scores for End of KS2. QLA of NFER (past data) and Testbase (current system) and identification of key areas within fluency, reasoning and problem solving. | 2, 3 |
| TAs planned for across the day to ensure quality first teaching approach is consistently embedded across all subject areas. | EEF – Teaching Assistant Interventions (4+ months) | 2, 3 |
| Lowest 20% of readers identified (with PPG as focus) and adapted provision in place across wider curriculum areas. | FFT CPD and research. | 2, 3 |
| Learning By Questions subscription extended, with children accessing this to provide supplementary support to learning of key concepts, knowledge and skills. | Learning By Questions trialled in previous year by Y6 and continuing. Evidenced within Y6 outcomes for 2022 and for core groups of pupils (eg. PPG cohort in 2023 Y6) in core areas focused on within this provision. | 2, 3 |
| Engagement with Maths and English Hub to develop staff subject knowledge and confidence and to identify curriculum development to support key pupils. Development of maths leader through Teaching for Mastery training, to further develop GDS aspiration | Ongoing work from previous 3 years. Previous focus on core skills and curriculum consistency, now developing focus on mastery approach. Writing moderations with local schools to share good practise with other teachers. | 2, 3 |
| Staff appraisal to identify success criteria linked to outcomes for PPG pupils within objective 1, Quality of Education. HT appraisal linked directly to outcomes for disadvantaged pupils in 2 objective areas. | Previous year's appraisal identified NPQ aspiration in staff, aspiration for further leadership development. Direct link between CPD, aspiration and outcomes for cohorts of pupils. | 2, 3 |

Targeted Academic Support (eg. Tutoring, 1:1 support, targeted intervention):

| Activity | Evidence to Support This Approach | Challenges Addressed |
|---|---|----------------------|
| 1:1 and small group focused work for Y2 and 5 PPG cohort | FFT research and programme development | 2, 3 |
| In-class focus on maths mastery and GDS writing skills for all pupils. Reading 1:1 focus on inference and deduction with trained staff. | Evidence from engagement with Maths hub and staff involvement in ongoing CPD linked to this. | 2, 3 |
| Additional support within KS1 to ensure that all pupils achieve the phonics screening threshold. KS2 transitional support for borderline phonics screening and those who did not meet KS1 threshold. | Prior year's attainment in phonics – impact on all pupils, with PPG at least in line with peers. Replicate good practice regarding intervention programmes implemented in previous years. Ofsted report evidences strong practice and impact on pupil outcomes. | 2, 3 |
| SEND Peer Review focus areas implemented fully: <ul style="list-style-type: none"> - Support plans with small steps evident - Classroom based quality first teaching | Evidence shared through SEND Peer review process (LA, EEF); focus areas identified within our school Peer Review Action plan. | 2, 3, 5 |

Wider Strategies (eg. Well-being, attendance, behaviour)

| Activity | Evidence to Support This Approach | Challenges Addressed |
|--|---|-----------------------------|
| Continued contract and job description for roles within inclusion team. 1 day allocated to nurture support for PPG children. | Identification of pupils need post-pandemic. Nurture lead in role for 0.5 at time; analysed % of time allocated to cohorts and the need of pupils. Impact of nurture lead on PPG cohort in Y6 2023; increased attendance, engagement leading to strong academic outcomes (see final table). | 1, 5 |
| Nurture assistant trained in specific approaches to therapies that PPG pupils can access (talk through drawing). | | 5 |
| PSED teaching provided by sports coach for targeted groups within YR, 3 and for whole class in Y5 (with specific focus groups and activities for PPG pupils within this). Allocated for 0.1 | Analysis of engagement within sessions and tracking pupil need for support with nurture lead. Staff delivering interventions work closely with inclusion team to evaluate impact on pupils. | 2, 3, 5 |
| 'Champion a child' approach implemented by SLT; focused engagement with PPG children to develop social interaction, engagement with school life and enhanced sense of NSH cultural capital. | SLT assigned groups of children to engage in focused interaction based on need (ie. conversation on playground before school to promote punctuality; sitting together in dinner hall). | 1,5 |
| Nurture Lead developed in role as attendance officer; support available for families, including close contact and liaison with EWS to implement Early Intervention and attendance plans; role developed to include dedicated time with EWS link. | Use of CPOMS as analysis tool to track patterns and trends in attendance data. | 1, 5 |
| Funding provided to support PPG pupils with attendance and engagement with extra-curricular activities. | Analysis of extra-curricular data (through both GetSet4PE and admin analysis of parental responses to clubs) identifies key pupils who do not attend: a) sporting clubs and events b) any wider opportunities | 1, 4, 6 |
| Bespoke extra-curricular opportunity developed on termly basis for PPG pupils to access offsite. This includes: planning, preparation, budgeting and evaluating the activity to develop social and life-skills. | | 1, 4, 5 |
| Continuation of funding provided for key equipment and uniform for children to access school and curriculum in inclusive manner. This includes commitment to fund residential opportunities and ensure engagement with whole class experiences such as this (and other local visits, etc) | Surveying PPG parents to identify areas of need for financial support/resources. | 1, 4, 5, 6 |

Funding Review 23-24

| Detail | | Amount |
|---|--------|---------------|
| Pupil Premium Funding Allocation for 2023-24 | | £24645 |
| Pupil Premium Funding Carried Forward from Previous Academic Year | | £0 |
| Overview of Priorities and Allocation | Amount | % of PP Grant |
| Quality First Teaching | £3475 | 14.1% |
| PSED Teaching | £4970 | 20.2% |
| Curriculum Enhancement | £5000 | 20.3% |
| Nurture and Inclusion Support | £2700 | 11% |
| CPD and Bespoke Interventions | £1500 | 6.1% |
| Uniform* | £1500 | 6.1% |
| Extra-Curricular Support | £3500 | 14.2% |
| Resources | £1000 | 4% |
| 74Planned Contingency | £1000 | 4% |

Funding Overview 24-25

| Detail | | Amount |
|---|--------|---------------|
| Pupil Premium Funding Allocation for 2024-25 | | £15480 |
| Pupil Premium Funding Carried Forward from Previous Academic Year | | £0 |
| Overview of Priorities and Allocation | Amount | % of PP Grant |
| Quality First Teaching | £1500 | 9.6% |
| PSED Teaching | £3970 | 25.6% |
| Curriculum Enhancement | £3255 | 21% |
| Nurture and Inclusion Support | £855 | 5.5% |
| CPD and Bespoke Interventions | £500 | 3.2% |
| Uniform* | £1650 | 10.6% |
| Extra-Curricular Support | £150 | 0.9% |
| FSM | £3600 | 23.2% |

Review of Desired Outcomes for 2023-24

| Desired Outcome | Success Criteria/Evaluation |
|---|--|
| All children eligible for the Pupil Premium Grant make at least expected progress, and where below ARE, greater than expected progress. | Assessment tracking evidences at least expected progress for all PPG children. Drop-off in attainment is reversed to ensure that children are back on track for at least expected progress. For individual pupils, 'key-marginal' are identified to ensure they achieve at ARE or GDS in combined measure for RWM. |
| In focus year groups (Y4 and 6) where % of children eligible for Pupil Premium Grant is higher, the gap between these groups and their peers is narrowed in attainment, and progress measures increased to above their peers. | Identified cohorts increase % achieving at ARE and above from starting point for individual subject areas. Combined measure for RWM for PPG pupils is increased in-line with peers. In Y4 cohort, GDS measure increases, and in Y6 this is at least in line with peers. |
| To maintain regular attendance and punctuality. | PPG children attendance % are in-line with whole school figures; aspirational whole-school figure of 97% is met for PPG pupils. Target pupils raise attendance above 90% to ensure that no PPG pupils are PA. |

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|--|--|
| <p>To increase participation in extra-curricular activities and experiences for all pupils eligible for the Pupil Premium Grant, creating a bespoke offer to ensure that all children participate.</p> | <p>100% PPG children:</p> <ul style="list-style-type: none"> - attend a club on a termly basis - take part in at least one sporting/community event, representing the school, during the academic year <p>experience a bespoke extra-curricular event during academic year</p> |
| <p>To ensure that all children in families eligible for the Pupil Premium Grant access the increased residential opportunities offered.</p> | <p>100% PPG children in current Y5 attended the residential in October 2024.</p> |

Outcomes for Disadvantaged Pupil Academic Year 2023-24

| Area | Outcomes Summary – Standard Assessments | | |
|--------------------------|---|-----------------|------------------|
| EYFS | | School PPG | School (Non-PPG) |
| | GLD | N/A | 80% |
| | | | |
| Y1 Phonics | | School PPG | School (Non-PPG) |
| | Y1 Phonics Screening | 100% (1 pupil) | 83% |
| | | | |
| KS1 – YEAR 2 | Expected+: | | |
| | | School PPG | School (Non-PPG) |
| | KS1 Reading | 33% (1 pupil) | 50% (11 pupils) |
| | KS1 Writing | 67% (3 pupils) | 50% (11 pupils) |
| | KS1 Maths | 100% (3 pupils) | 55% (12 pupils) |
| | GDS: | | |
| | | School PPG | School (Non-PPG) |
| | KS1 Reading | 33% (1 pupil) | 32% (7 pupils) |
| | KS1 Writing | | 18% (4 pupils) |
| | KS1 Maths | | 23% (5 pupils) |
| KS2 – YEAR 6 SATS | Expected+: | | |
| | | School PPG | School (Non-PPG) |
| | KS2 Reading | | 69% (20 pupils) |
| | KS2 Writing | | 69% (20 pupils) |
| | KS2 Maths | | 59% (17 pupils) |
| | GDS: | | |
| | | School PPG | School (Non-PPG) |
| | KS2 Reading | | 24% (7 pupils) |
| | KS2 Writing | | 7% (2 pupils) |
| | KS2 Maths | | 21% (6 pupils) |