Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Lord Scudamore Academy
Number of pupils in school	579
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22 2022-23 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Alison Taylor
Pupil premium lead	Alexandra Mogg
Governor / Trustee lead	Andrew Bridgewater

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,748
Recovery premium funding allocation this academic year	£13,195
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	£150,943

Lord Scudamore Academy 2022-23

Part A: Pupil premium strategy plan

Statement of intent

We aspire for every child to be happy, confident, independent and also resilient in a setting which nurtures positive attitudes underpinned by our values. Our school motto is:

L - Love learning

S - Support each other

A - Achieve and grow in your own way

Our aim at Lord Scudamore Academy is to provide all children with the opportunity to achieve their potential and for our children to be excited and motivated to learn. We employ strategies and interventions to remove any barriers which can be caused by either personal circumstances or learning gaps. We allow all students to have full access to extra-curricular activities offered at Lord Scudamore Academy. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- Less support at home.
- Weak language and communication skills.
- Lack of confidence.
- More frequent behaviour difficulties.
- Attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' plan for support.

Our ultimate objectives are:

- To eliminate the attainment gap between disadvantaged and non-disadvantaged children.
- For all disadvantaged children in school to meet or exceed nationally expected progress.
- For all disadvantaged children to access extra-curricular activities.

We aim to do this through:

- Frequent monitoring of data to ensure accurate and timely identification of children in need of support.

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs, these are addressed through high quality, evidence-based interventions led by appropriately trained staff.
- Close monitoring of attendance at extra-curricular provisions along with promotion and support to increase the attendance of PP learners.
- Ensuring that vulnerable children have access to high quality pastoral and mental health support.
- When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged and that not all children who are socially disadvantaged are registered or qualify for free school meals.

Achieving these objectives:

The range of provisions available at Lord Scudamore Academy include but are not limited to:

- Frequent monitoring and intervention of progress and needs.
- Numeracy and literacy support which includes in class support and small group work.
- Tracking and monitoring attendance to provide intervention and support where a need is identified.
- Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities and trips.
- Providing laptops to support with access to homework and remote learning.
- Allocating high quality teaching assistants to support learning and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Staff awareness of PP learners and strategies for success.
2	Lack of basic skills in numeracy and literacy.
3	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.
4	The involvement of FSM and services children in extra-curricular activities and trips.
5	Overall progress of PP children.

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
Progress in Maths PP learners achieving at least in line with, or above national progress.	• Disadvantaged achieve at least in line with national. • Rigorous testing process in place to identify any needs for intervention. • Evident increase in knowledge of key skills in numeracy shown in class assessments. • Effective use of basic skills starters in numeracy lessons.
Progress in English PP learners achieving at least in line with, or above national progress.	• Disadvantaged achieve at least in line with national. • Rigorous testing process in place to identify any needs for intervention. • Evident increase in knowledge of key skills in literacy shown in class assessments. • Effective use of basic skills starters in literacy lessons.
Attendance PP attendance meets the school's attendance target of 97%.	• The attendance of PP learners meets the school target of 97%. • Heads of School to have a clear plan in place for children with low attendance. • Staff are aware of difficulties that may impact PP learners and have plans in place to support these.
Extra-curricular PP learners are fully engaged and participating in after-school clubs and trips.	• Places are available on trips for PP learners to ensure fair access. • Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP. • Teachers are aware of the need to promote PP attendance and prioritise PP children.
Uniform and equipment PP learners are punctual, equipped and ready for school.	• Affordable uniform with financial support available to PP children. • Equipment provided to PP children where needed.

	• PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. • Teaching staff are quick to liaise with Heads of School to ensure that any lack of equipment is quickly resolved.
Parental Engagement Parents/carers of PP children are engaged in school, aware of their child's learning and understand how to support their child.	• The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. • Parent/carers surveys show engagement and satisfaction with school and school life.

5

Lord Scudamore Academy 2022-23

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: £25,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heads of School & Executive Headteacher closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners.	*"Evidence consistently shows the positive impact that targeted academic support can have."* Leaders promote positive engagement and teaching strategies with PP children. Leaders track PP children's progress and liaise with each other to help signpost need for targeted intervention.	1, 2, 5
SEN services from HMFA SEN Leader and Heads of School work together to identify any staff who would benefit from further CPD to support the learning of vulnerable children, whilst also supporting PP children.	*"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."* EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children. TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	1, 2, 5
Employment of a Speech & Language therapist to offer specialist support and advice to staff.	EEF – Oral Language Interventions (Toolkit) suggest that *"pupils can make a high impact on pupil progress, +7 months in a year in Early Years and +6 months in KS1 & KS2".* Oral language interventions have proved to be very successful in raising attainment and accelerating progress. Having specialist support in school ensures all staff develop the skills required to maximise progress.	1, 2, 5

CPD for relevant staff on well-being and mental health / autism / trauma-informed schools.	"Poor mental health has previously been linked to poor school attendance, with anxiety described as a key risk factor". www.acamh.org.	1

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

Budgeted cost: £53,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
1,2,3 Maths - TT Rockstars - Nessy - Dyslexia Gold - Kapow - Lexplore *to be prioritised to lower ability children.*	Where pupils made regular use of the resources last year, it led to improved confidence in class and a more secure basis in numeracy and literacy.	1, 2, 3, 5
Teaching Assistants covering interventions and small group support.	Previous tracking shows significant gains in numeracy, literacy and reading for the children supported.	1, 2, 5

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

Budgeted cost: £72,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support in place – Qualified Emotional Literacy Support Assistant in school (ELSA).	Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners. *"Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic*	1, 2, 3, 5

Education Psychologist. An educational psychology led intervention for promoting the emotional wellbeing of children and young people.	*performance along with a decrease in problematic behaviours"* EEF teacher toolkit. *"There is strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and wellbeing."* (Weare and Gray 2003) Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)	
Other extra-curricular clubs and trip support. • PE specialist • Music sessions (guitar lessons, etc.)	*"Findings from previous research suggest extra-curricular activities are important in developing social skills as well as being associated with a range of other positive outcomes (e.g. achievement / attendance at school)"*. Social Mobility Commission research.	1, 2, 4, 5
Attendance officer closely monitors and supports PP attendance.	*"… when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour"*. EEF framework.	1, 2, 3, 5
Safeguarding services from HMFA • MyConcern Behaviour / Safeguarding Leader and Heads of School to work together to identify and support.	MyConcern allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns.	1, 2, 3, 5

Total budgeted cost: £151,072

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Year 1 Reading

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		0.0%	62.5%	12.5%	75.0%
December 2021		12.5%	75.0%	12.5%	87.5%
April 2022		12.5%	62.5%	12.5%	75.0%
July 2022		12.5%	62.5%	12.5%	75.0%

Year 1 Writing

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		12.5%	87.5%	0.0%	87.5%
December 2021		12.5%	87.5%	0.0%	87.5%
April 2022		12.5%	75.0%	0.0%	75.0%
July 2022		0.0%	87.5%	0.0%	87.5%

Year 1 Maths

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		12.5%	87.5%	0.0%	87.5%
December 2021		12.5%	87.5%	0.0%	87.5%
April 2022		0.0%	87.5%	0.0%	87.5%
July 2022		0.0%	87.5%	0.0%	87.5%

Year 2 Reading

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		40.0%	46.7%	6.7%	53.3%
December 2021		46.7%	46.7%	6.7%	53.3%
April 2022		40.0%	46.7%	6.7%	53.3%
July 2022		46.7%	33.3%	13.3%	46.7%

Lord Scudamore Academy 2022-23

Year 2 Writing

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		40.0%	46.7%	6.7%	53.3%
December 2021		40.0%	53.3%	6.7%	60.0%
April 2022		46.7%	40.0%	6.7%	46.7%
July 2022		53.3%	33.3%	6.7%	40.0%

Year 2 Maths

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		33.3%	53.3%	6.7%	60.0%
December 2021		40.0%	53.3%	6.7%	60.0%
April 2022		33.3%	53.3%	6.7%	60.0%
July 2022		40.0%	40.0%	13.3%	53.3%

Year 3 Reading

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		100.0%	0.0%	0.0%	0.0%
December 2021		66.7%	33.3%	0.0%	33.3%
April 2022		33.3%	66.7%	0.0%	66.7%
July 2022		20.0%	73.3%	6.7%	80.0%

Year 3 Writing

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		100.0%	0.0%	0.0%	0.0%
December 2021		80.0%	20.0%	0.0%	20.0%
April 2022		46.7%	53.3%	0.0%	53.3%
July 2022		33.3%	66.7%	0.0%	66.7%

Year 3 Maths

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		93.3%	6.7%	0.0%	6.7%
December 2021		80.0%	20.0%	0.0%	20.0%
April 2022		40.0%	60.0%	0.0%	60.0%
July 2022		33.3%	66.7%	0.0%	66.7%

Lord Scudamore Academy 2022-23

Year 4 Reading

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		21.4%	64.3%	14.3%	78.6%
December 2021		14.3%	71.4%	14.3%	85.7%
April 2022		7.1%	85.7%	7.1%	92.9%
July 2022		7.1%	78.6%	14.3%	92.9%

Year 4 Writing

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		35.7%	57.1%	7.1%	64.3%
December 2021		7.1%	78.6%	14.3%	92.9%
April 2022		14.3%	64.3%	21.4%	85.7%
July 2022		14.3%	64.3%	21.4%	85.7%

Year 4 Maths

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		28.6%	57.1%	14.3%	71.4%
December 2021		21.4%	64.3%	14.3%	78.6%
April 2022		14.3%	64.3%	21.4%	85.7%
July 2022		7.1%	71.4%	21.4%	92.9%

Year 5 Reading

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		23.5%	70.6%	5.9%	76.5%
December 2021		23.5%	70.6%	5.9%	76.5%
April 2022		29.4%	58.8%	11.8%	70.6%
July 2022		35.3%	52.9%	11.8%	64.7%

Year 5 Writing

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		47.1%	47.1%	5.9%	52.9%
December 2021		47.1%	47.1%	5.9%	52.9%
April 2022		58.8%	35.3%	5.9%	41.2%
July 2022		47.1%	47.1%	5.9%	52.9%

Year 5 Maths

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		35.3%	58.8%	5.9%	64.7%
December 2021		35.3%	58.8%	5.9%	64.7%
April 2022		29.4%	64.7%	5.9%	70.6%
July 2022		35.3%	52.9%	11.8%	64.7%

Year 6 Reading

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		34.6%	57.7%	7.7%	65.4%
December 2021		30.8%	57.7%	11.5%	69.2%
April 2022		34.6%	53.8%	11.5%	65.4%
July 2022		26.9%	57.7%	15.4%	73.1%

Year 6 Writing

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		34.6%	57.7%	7.7%	65.4%
December 2021		34.6%	57.7%	7.7%	65.4%
April 2022		38.5%	53.8%	7.7%	61.5%
July 2022		38.5%	53.8%	7.7%	61.5%

Year 6 Maths

Pupil Premium		Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Total percentage on track to achieve ARE (including exceeding)
September 2021		30.8%	65.4%	3.8%	69.2%
December 2021		30.8%	65.4%	3.8%	69.2%
April 2022		46.2%	50.0%	3.8%	53.8%
July 2022		42.3%	53.8%	3.8%	57.7%

Attendance – 2021/22

	Cohort	PP
Autumn term	92.90%	89.98%
Spring term	91.77%	89.40%
Summer term	93.21%	90.68%