

Lord Scudamore Academy 2024-25

Pupil premium strategy statement



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	517
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alison Taylor
Pupil premium lead	Jennie Ashton
Governor / Trustee lead	Rob Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£137,640

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 adaptive teaching and 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, extracurricular 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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%.	<ul style="list-style-type: none"> • The attendance of PP learners meets the school target of 97%. • SLT 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.



<p>Extra-curricular PP learners are fully engaged and participating in after-school clubs and trips.</p>	<ul style="list-style-type: none"> • 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.
<p>Uniform and equipment PP learners are punctual, equipped and ready for school.</p>	<ul style="list-style-type: none"> • 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 SLT to ensure that any lack of equipment is quickly resolved.
<p>Parental Engagement Parents/carers of PP children are engaged in school, aware of their child’s learning and understand how to support their child.</p>	<ul style="list-style-type: none"> • 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.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
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SLT 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 SLT 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 supported by a specialist TA to offer targeted 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 all 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: £ 20,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • 1,2,3 Maths • TT Rockstars • Nessy • Dyslexia Gold • Kapow • Widgit • Spelling Shed • Century Tech • Jigsaw Education <p><i>to be prioritised to lower ability children.</i></p>	<p>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.</p>	<p>1, 2, 3, 5</p>
<p>Specialist Speech and Language support.</p>	<p>Teaching assistant is equipped to follow guidance from Speech and Language Therapists (SLTs), ensuring programmes are delivered effectively and accurately, understanding the complexity of language development to be able to tailor interventions to individual needs. These children are making progress in their communication skills and reducing language barriers that have hindered academic performance, social interaction, and emotional well-being.</p>	<p>2, 3, 5</p>
<p>Teaching Assistants covering interventions and small group support.</p>	<p>Previous tracking shows significant gains in numeracy, literacy and reading for the children supported.</p>	<p>1, 2, 5</p>

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

Budgeted cost: £ 75,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support in place –</p>	<p>Improving mental health raises self-esteem, self-confidence and leads to</p>	<p>1, 2, 3, 5</p>



	improved attendance and outcomes for learners.	
Qualified Emotional Literacy Support Assistant in school (ELSA). Education Psychologist. An educational psychology led intervention for promoting the emotional wellbeing of children and young people.	“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic 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-trainingGloucestershire.docx(live.com)	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 Lead and SLT 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: £137,660

Lord Scudamore Academy 2024-25

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 1 (on track to achieve or exceed) ARE				
MATHS Year 1	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	81%	71.2%	68.6%	68.5%
SEND	73%	57.1%	75.0%	55.6%
EAL	78%	65.2%	58.3%	50.0%
Pupil Premium	65%	78.6%	50.0%	47.1%
Girls	93%	67.6%	70.6%	78.8%
Boys	84%	66.7%	66.7%	57.5%

WRITING Year 1	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	61%	53.0%	60.0%	63.0%
SEND	36%	0.0%	25.0%	22.2%
EAL	39%	52.2%	54.2%	43.3%
Pupil Premium	57%	42.9%	43.8%	47.1%
Girls	72%	55.9%	64.7%	75.8%
Boys	51%	44.4%	55.6%	47.5%

READING Year 1	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	69%	74.2%	75.7%	74.0%
SEND	50%	28.6%	50.0%	44.4%
EAL	56%	69.6%	75.0%	66.7%
Pupil Premium	61%	85.7%	81.3%	82.4%
Girls	72%	67.6%	73.5%	75.8%
Boys	66%	72.2%	77.8%	75.0%

Year 2 (on track to achieve or exceed) ARE				
MATHS Year 2	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	75%	72.4%	69.4%	72.1%
SEND	57%	33.3%	40.0%	38.5%
EAL	69%	56.3%	37.5%	60.0%
Pupil Premium	86%	65.0%	68.4%	76.5%
Girls	81%	58.3%	61.1%	70.4%
Boys	69%	71.0%	71.0%	70.6%

WRITING Year 2	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	74%	67.2%	62.9%	63.9%
SEND	20%	33.3%	40.0%	15.4%
EAL	50%	31.3%	37.5%	46.7%
Pupil Premium	83%	55.0%	52.6%	58.8%



Girls	86%	58.3%	55.6%	77.8%
Boys	61%	61.3%	64.5%	61.8%

READING Year 2	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	79%	74.1%	77.4%	78.7%
SEND	14%	33.3%	50.0%	38.5%
EAL	54%	37.5%	37.5%	80.0%
Pupil Premium	100%	60.0%	78.9%	76.5%
Girls	89%	61.1%	69.4%	81.5%
Boys	69%	71.0%	77.4%	79.4%

Year 3 (on track to achieve or exceed) ARE

MATHS Year 3	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	90%	49.3%	60.8%	66.7%
SEND	25%	0.0%	0.0%	21.4%
EAL	86%	44.4%	66.7%	57.1%
Pupil Premium	83%	71.4%	57.1%	57.1%
Girls	88%	66.7%	72.2%	76.9%
Boys	89%	50.0%	52.5%	64.1%

WRITING Year 3	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	80.2%	32.9%	73.0%	62.8%
SEND	25%	0.0%	0.0%	35.7%
EAL	73.9%	22.2%	77.8%	76.2%
Pupil Premium	66.7%	14.3%	57.1%	64.3%
Girls	82.1%	52.8%	94.4%	84.6%
Boys	81.6%	22.5%	50.0%	51.3%

READING Year 3	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	76.8%	45.2%	67.6%	78.2%
SEND	25%	0.0%	22.2%	21.4%
EAL	66.7%	11.1%	66.7%	0.0%
Pupil Premium	61.5%	42.9%	85.7%	71.4%
Girls	79.3%	63.9%	86.1%	87.2%
Boys	75%	42.5%	52.5%	64.1%



Year 4 (on track to achieve or exceed) ARE

MATHS Year 4	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	72%	83.5%	84%	85%
SEND	18%	33.3%	45.5%	50.0%
EAL	62%	82.1%	77.4%	75.0%
Pupil Premium	78%	76.9%	61.5%	76.9%
Girls	71%	78.4%	83.8%	81.1%
Boys	76%	82.4%	80.4%	84.0%

WRITING Year 4	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	65%	61.2%	78.2%	75.9%
SEND	25%	22.2%	36.4%	40.0%
EAL	80%	60.7%	29.0%	18.8%
Pupil Premium	64%	38.5%	69.2%	46.2%
Girls	56%	75.7%	81.1%	67.6%
Boys	85%	76.5%	74.5%	76.0%

READING Year 4	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	70%	76.5%	79.3%	79.3%
SEND	10%	22.2%	36.4%	20.0%
EAL	55%	60.7%	32.3%	25.0%
Pupil Premium	78%	76.9%	76.9%	61.5%
Girls	69%	73.0%	78.4%	78.4%
Boys	73%	74.5%	76.5%	76.0%

Year 5 (on track to achieve or exceed) ARE

MATHS Year 5	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	82%	66.7%	76.5%	84.5%
SEND	75%	11.1%	22.2%	33.3%
EAL	81%	64.7%	66.7%	84.2%
Pupil Premium	85%	63.2%	57.9%	57.9%
Girls	90%	59.1%	72.7%	59.1%
Boys	94%	73.2%	80.5%	57.5%

WRITING Year 5	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	82%	70.2%	74.1%	76.2%
SEND	71%	11.1%	11.1%	11.1%
EAL	71%	64.7%	66.7%	68.4%
Pupil Premium	78%	63.2%	68.4%	63.2%
Girls	92%	63.6%	72.7%	50.0%
Boys	86%	75.6%	75.6%	50.0%

READING Year 5	Sept 2023	Dec 2023	Mar 2024	July 2024
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All pupils	81%	78.6%	83.5%	82.1%
SEND	37%	11.1%	11.1%	33.3%
EAL	68%	70.6%	72.2%	63.2%
Pupil Premium	64%	63.2%	73.7%	68.4%
Girls	83%	75.0%	84.1%	86.4%
Boys	78%	80.5%	82.9%	27.5%

Year 6 (on track to achieve or exceed) ARE

MATHS Year 6	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	76%	60.2%	70.1%	59.1%
SEND	21%	14.3%	40.0%	20.0%
EAL	75%	43.8%	31.3%	31.3%
Pupil Premium	62%	33.3%	42.9%	27.8%
Girls	68%	60.9%	69.6%	36.2%
Boys	75%	53.7%	70.7%	41.5%

WRITING Year 6	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	76%	54.2%	72.4%	73.9%
SEND	21%	14.3%	40.0%	40.0%
EAL	60%	37.5%	37.5%	31.3%
Pupil Premium	70%	22.2%	50.0%	33.3%
Girls	69%	58.7%	82.6%	51.1%
Boys	80%	43.9%	61.0%	41.5%

READING Year 6	Sept 2023	Dec 2023	Mar 2024	July 2024
All pupils	78%	59.0%	65.5%	83.0%
SEND	33%	14.3%	40.0%	80.0%
EAL	57%	37.5%	37.5%	50.0%
Pupil Premium	68%	59.0%	35.7%	61.1%
Girls	78%	65.2%	76.1%	59.6%
Boys	75%	46.3%	53.7%	48.8%

Lord Scudamore Academy 2024-25 Attendance – 2023/24



	Whole school	PP
Autumn term	94.54%	93.79%
Spring term	93.14%	92.45%
Summer term	94.03%	92.67%