

# 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 effect that last year's spending of pupil premium funding had within our school.

## School overview

Detail	Data
School name	Russell Scott Primary
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	40.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 <b>2025/26</b> 2026/27
Date this statement was published	December 2024, reviewed Dec 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steve Marsland
Pupil premium lead	Rachel Matthews
Governor / Trustee lead	Ann Chesters

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,250 £5260 (Looked After Children)
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£232,510

## Part A: Pupil premium strategy plan

### Statement of intent

At Russell Scott, we believe that if we 'Reach High' we will 'Go Far' and this school motto and core principle encompasses everything that we do:

- We intend for all learners to have high expectations of what they can achieve.
- We intend for all teachers to have high expectations of all learners.
- We intend for all learners to reach their full potential – no matter what their background is or what their starting points were. This means that they will make good progress and secure high levels of attainment in all subjects.

Our strategy is based on the principles that 'Everyone Can Shine' and that 'Together we Make a Difference'. We believe that disadvantaged pupils who start behind or fall behind should not be left behind and so we work together to help all pupils to catch up and keep up. For those disadvantaged pupils who are already ahead, we intend for them to stay ahead and so work together to help them to overcome the challenges that they may be facing.

Although we acknowledge that disadvantaged pupils often have barriers to their learning, we do not use these barriers as excuses for under achievement. Instead, we identify the barriers and then decide how to intervene in order to reduce the identified barrier to learning. We use the available research evidence and published guidance to select strategies/interventions to implement in order to make best use of the Pupil Premium funding and have the biggest impact on pupil progress.

1. It is our belief that we can have the biggest impact on pupil progress by teaching the pupils effectively in the classroom and so the main element of our strategy is to establish and maintain quality first teaching for all pupils. The CPD and school initiatives that we plan are always based on evidence, they are set as targets on teacher appraisal and are also objectives on the School Development Plan. As a result, our approach to diminishing the difference in attainment between our disadvantaged pupils and national non-disadvantaged pupil data is an integral part of the school's work and not just an additional add-on. Not only that, but, as the main element is quality first teaching, all pupils (not just disadvantaged pupils) benefit.
2. For those pupils who require additional intervention for a specific/identified/diagnosed learning need, we have a carefully selected, evidence-based bank of interventions that we use to help the identified pupils to catch up (once their difficulty has been diagnosed/identified). Most of these interventions are delivered by TAs who have been trained for the specific intervention. This element of our strategy is targeted based on pupil need and if

a pupil who is not disadvantaged has an identified learning need then they also receive the same quality intervention. Our belief here is that whatever intervention the pupil is taken out of class for must be at least of an equal quality to what they are missing in the classroom. For certain interventions, the teacher delivers the intervention whilst the TA covers the main class. All interventions are tracked and monitored so that pupils progress can be evaluated.

3. The third element of our strategy acknowledges that some of the barriers to learning are not academic ones – but can be the cause of the additional learning needs. This element aims to address barriers such as attendance, behaviour, economic hardship, wellbeing etc that, if tackled, can help pupils to meet their full academic potential. Again, these interventions are based on targeted need and will be used to help non-disadvantaged pupils as well as the need arises.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils from disadvantaged backgrounds enter school (in EYFS) <b>less 'school ready'</b> than some of their non-disadvantaged peers. More pupils are entering school needing high levels of support when socialising with peers, sharing, listening, conforming to teacher direction etc</p> <p>When they leave reception, fewer pupils from disadvantaged backgrounds attain a good level of development.</p>
2	<p>Our disadvantaged pupils' attainment in reading is lower than our non-disadvantaged pupils across school. Reading skills are essential for success in all areas of the curriculum. Below expected reading attainment is a barrier to learning as pupils cannot then access their learning in other subjects.</p>
3	<p>Our disadvantaged pupils' attainment in writing is lower than our non-disadvantaged pupils across school. This then prevents pupils from being able to communicate their learning/understanding across the curriculum.</p> <p>Not enough of our more able disadvantaged pupils attain above the national expectations and so this is also part of our writing focus.</p>
4	<p>Our disadvantaged pupils' attainment in maths is lower than our non-disadvantaged pupils across school. If pupils do not attain a basic</p>

	understanding of mathematics, they are not able to access the next stage of their maths education (ie GCSE).
5	Generally, <b>attendance</b> levels for all groups have fallen since the COVID pandemic. Attendance and punctuality present as more of a barrier to learning for pupils who are entitled to pupil premium funding than to those who are not. If pupils are not in school then they cannot learn; if they have odd days off in the middle of sequences of work, they cannot perform to their best as learning becomes fragmented for them and progress is difficult to achieve if learning is fragmented.
7	<b>Mental health and wellbeing</b> has been a barrier to learning for a significant number of our disadvantaged pupils. This number has increased significantly since Covid 19 has disrupted pupils' education and life. Our tracking and record keeping on CPOMS shows pupils have suffered from significant mental health issues relating to anxiety, lack of resilience, school refusal etc and this has become a real barrier to their learning. We now have several pupils in each cohort who display deregulated behaviour during the school day. This prevents them for learning.
8	Monitoring of pupils' progress via book scrutiny, pupil voice, lesson observations and meetings with teachers has revealed that pupils who are underachieving (both disadvantaged and non- disadvantaged) are over reliant on the teacher/instruction/direction. As soon as they are required to work more independently, they struggle (this has been seen in writing, reasoning in maths, when tackling reading comprehension independently from the teacher etc). This lack of confidence and/or resilience is a school wide issue as many pupils are unable to apply what they have been taught unless it is heavily scaffolded by the teacher.
9	Approximately 30.9% of our disadvantaged pupils have <b>special educational needs</b> . These needs become a barrier to their learning if not properly diagnosed, understood and considered when planning, delivering and supporting teaching and learning.

## 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
To narrow the gap between the % of our disadvantaged pupils who achieve a Good Level of Development and those who are not disadvantaged nationally. This will help them on the transition into Year 1 and	By July 2027 the percentage our disadvantaged pupils will achieve a Good Level of Development at the end of EYFS will be no more than 10% lower than the DFE target set for all pupils by 2028 (75%).

<p>ready them for the next stage of their education.</p> <p>In 2024 72% of national non-disadvantaged pupils achieved a Good Level of Development compared to 67% of our non-disadvantaged pupils and 27% of our disadvantaged pupils.</p> <p>Target set Dec 2024</p>	
<p>To improve the reading outcomes of our disadvantaged pupils so that a higher % leave Year 6 at the expected standard (or higher) ready for the next stage of their education.</p> <p>Target set Dec 2024</p>	<p>By 2027, our data will show that we have maintained the levels of attainment that we achieved in 2024 where 80% of our disadvantaged pupils reached the expected standard in reading at the end of Year 6 which matched the attainment on national non-disadvantaged pupils.</p> <p>The percentage of disadvantaged pupils reaching the higher standard will be 20% or higher.</p>
<p>To improve the writing outcomes of our disadvantaged pupils so that a higher % leave Year 6 at the expected standard (or higher) ready for the next stage of their education.</p> <p>Target set Dec 2024</p>	<p>By 2027, our data will show that we have improved on the levels of attainment that we achieved in 2024 where 68% of our disadvantaged pupils reached the expected standard in writing at the end of Year 6 (10%points behind national non-disadvantaged). The gap will be less than 10%.</p> <p>The percentage of disadvantaged pupils reaching the higher standard will be 10% or higher.</p>
<p>To improve the maths outcomes of our disadvantaged pupils so that a higher % leave Year 6 at the expected standard (or higher) ready for the next stage of their education</p> <p>Target set Dec 2024</p>	<p>By 2027, our data will show that we have maintained or improved on the levels of attainment that we achieved in 2024 where 72% of our disadvantaged pupils reached the expected standard in maths at the end of Year 6 (7%points behind national non-disadvantaged). The gap will be less than 10%.</p> <p>The percentage of disadvantaged pupils reaching the higher standard will be 20% or higher.</p>
<p>Pupils – including disadvantaged pupils will be more equipped to work independently and produce work to the</p>	

<p>standard that they are capable of. There learning behaviours will be appropriate for their stage of learning</p> <p>Target set Dec 2024</p>	<p>By 2027, pupils will be less reliant on the class teacher.</p> <p>They will be able to verbalise various strategies that they can draw up to:</p> <p>They will be more aware of themselves as learners</p> <p>They will understand their work and make connections</p> <p>They will be able to select strategies to use</p> <p>They will regulate their own activity/performance</p> <p>They will reflect on how they have performed.</p>
<p>To achieve and sustain improved attendance for disadvantaged pupils, particularly our disadvantaged pupils who are persistently absent from school.</p> <p>Target set Dec 2024</p>	<p>By 2027, the overall attendance figure will be back in line with national average (pre Covid ie 96%) 2023/24 data was 93.6 (compared to National 94.5)</p> <p>By 2027, less than 15% of disadvantaged pupils will meet the threshold for persistent absence (2023/24 data was 25.4%)</p> <p>National data in 2023/24 was 13.8 for non-disadvantaged pupils (all schools)</p> <p>Non-disadvantaged persistent absence data will have decreased from 15.5% and will be in line or better than national data.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Target set Dec 2024</p>	<p>Staff will be more equipped to support pupils who display dysregulated behaviour during lessons</p> <p>Pupils will draw on a bank of strategies that they have been taught to support them in regulating their emotions</p> <p>CPOMS tracking will show fewer incidents of wellbeing/mental health issues becoming a barrier to learning.</p> <p>The number of incidents recorded in this category on CPOMS will reduce</p>

	<p>Parents will be more equipped to support their children to regulate their emotions</p> <p>Dec 2025 Update: Data from Motional will show improved wellbeing.</p>
<p>Pupils with special educational needs (both disadvantaged and non-disadvantaged) will be supported and taught effectively. Target set Dec 2024</p>	<p>By 2027, pupils with special educational needs will reach the targets that are set for them. They will feel a sense of success and make expected progress. --</p>

## 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: £85,769**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The EYFS team will network with other EYFS providers. They will visit other settings and implement a range of teaching strategies/ programmes that have an evidence base.</p> <p>Review and audit use of continuous provision areas</p> <p>Focus on high quality interactions with children – embed the ShREC approach (EEF)</p> <p>Review lunchtime provision</p>	<p>The EEF EYFS toolkit will be used to guide the development of the curriculum offer in EYFS</p> <p>All reviews in this initial year will be carried out in reference the EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a></p>	1

<p>Review rewards and behavior management systems in order to ensure consistency</p>		
<p>We embed the structured training program for metacognitive strategies. The trainer will work alongside a group of our staff before delivering training to the whole staff. All teachers will embed the strategies learnt into their everyday teaching and learning.</p> <p>This is the third year of this project – we will focus on Habits of Mind this academic year</p> <p>Think Alouds</p> <p>Learning from mistakes</p> <p>Stretch Zone etc</p> <p>Update Dec 2025 Continue to embed the 16 Habits of Mind – implement the planned progression once all 16 are completed</p> <p>External INSET – establish routines based on the ‘Project Zero’ thinking routines</p>	<p>Metacognition is at the top of the EEF toolkit (at the time of writing this document). Teachers will be trained in the teaching of these strategies. Evidence suggests that they can have positive impact on pupil progress by up to 7 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>7, 8 2, 3, 4</p>
<p>We will review our current school policies/methodologies for teaching writing and then implement</p>	<p>The recommendations represent ‘lever points’ where there is useful evidence about language and literacy teaching that schools can use to make a significant difference to pupils’ learning.</p>	<p>3</p>

<p>recommendations from the guidance reports to improve outcomes for pupils:</p> <p>We will continue to embed and monitor the new writing process – craft moves, a focus on audience etc</p>	<p>Recommendation 4 and 5 of the EEF Improving literacy outcomes at KS2:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=key%20satge">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=key%20satge</a></p> <p>Recommendation 5 and 6 of the EEF Improving literacy outcomes at KS1:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Recommendation 3 of the EEF ‘Preparing for Literacy’ report</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	
<p>We will continue to embed the new PHSE scheme to ensure that all year groups are taught about mental health and SEL skills in a progressive way.</p> <p>We will continue to embed our work on Zones of Regulation, whole school mental health days and weeks etc</p> <p>Update Dec 2025:</p> <p>All staff to attend Relational Inclusion – Trauma and Attachment Training</p> <p>Establish a team of Relational Inclusion Champions</p> <p>Select pupils who would benefit from additional emotional support – plan weekly sessions</p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>We are going to join the Ambition Trust with is based on Relational Inclusion principles:</p> <p><a href="https://www.ambitioncommunity.uk/relational-inclusion-and-guiding-principles/">https://www.ambitioncommunity.uk/relational-inclusion-and-guiding-principles/</a></p>	<p>7,8</p>

Assess initial wellbeing via Motional		
Subject coordinators will develop clear progression documents for teachers so that teachers are able to deliver lessons that are progressive and add to pupils' existing schema	EEF evidence explaining the importance of schema:  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-working-with-schemas-and-why-it-matters-to-teachers">https://educationendowmentfoundation.org.uk/news/eef-blog-working-with-schemas-and-why-it-matters-to-teachers</a>	1,2,3,4,
We will embed the 5 a Day principles of teaching children with SEND in a mainstream classroom	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	9
		1,2,3,4,7,8,9

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

**Budgeted cost: £100,000**

Activity	Evidence that supports this approach	Chall enge numb
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		er(s) addre ssed
<p>We will use Wellcomm to assess pupils in EYFS in order to diagnose speech and language gaps.</p> <p>We will trial the use of the Wellcomm primary toolkit</p> <p>We will use digital assessments eg IXL and Lexia to identify learning gaps</p>	<p>The EEF guidance report stipulates that it is crucial to make sure that interventions are planned accurately to address the learning needs of the pupils: ‘The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.’</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</a></p>	1,2,3,4 , 9
<p>We will select the appropriate reading intervention for each child based on the diagnostic screening information:</p> <p>Lexia BRP 1:1 reading FFT Echo Reading Inference Training Nessy</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2
<p>We will re-timetable TAs in EYFS to run NELI interventions for identified pupils.</p> <p>We will continue to employ a speech</p>	<p>Evidence states that children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision.</p> <p>We are using the 20 week version:</p> <p><a href="https://www.teachneli.org/what-is-neli/">https://www.teachneli.org/what-is-neli/</a></p>	2,3,4

<p>therapist 1 day per week to intervene with targeted pupils in EYFS</p> <p>EYFS will also implement to following: Helicopter Stories Launchpad for Literacy</p> <p><b>Dec 2025</b> The REAL project is running to support 8 pupils across EYFS (involving house visits etc)</p> <p>The SHINE story time maths project is running in EYFS</p> <p>The Think Equal project is also running in EYFS</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-real-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-real-programme</a></p> <p><a href="https://www.ncb.org.uk/MakingItREAL">https://www.ncb.org.uk/MakingItREAL</a></p> <p><a href="https://shinetrust.org.uk/case-study/story-time-maths/">https://shinetrust.org.uk/case-study/story-time-maths/</a></p> <p><a href="https://www.greatermanchester-ca.gov.uk/what-we-do/children-and-young-people/greater-manchester-school-readiness/early-years-workforce/social-emotional-development-and-wellbeing-pathway/think-equal/">https://www.greatermanchester-ca.gov.uk/what-we-do/children-and-young-people/greater-manchester-school-readiness/early-years-workforce/social-emotional-development-and-wellbeing-pathway/think-equal/</a></p>	
<p>The SENDCO will continue to liaise with external agencies and parents so that we can address the specific needs of pupils who have special educational needs. This will involve purchasing external</p>	<p>Principles of the EEF Special Educational Needs in Mainstream guidance report will be used to maintain an effective approach:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special</a></p> <p>Add additional source of evidence and guidance will be the guidance report on how best to use TAs:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special</a></p>	8

<p>expertise, additional support/resources/staff training etc :</p> <p>Tameside Specialist Outreach Services (TSOS)</p> <p>Behaviour Support consultant</p> <p>Team Teach</p> <p>Educational psychologist time</p> <p>We will employ TAs to support children with specific emotional needs</p> <p>EYFS work on early identification of any special educational needs with the support of – TSOS, SALT, OT</p>		
<p>Looked After Children will be closely monitored by the DHT. Individual interventions will be planned and delivered based on need.</p>		<p>1,2,3,4,6</p>
<p>We will use TAs/teachers in a flexible way to offer maths catch-up sessions-post lesson (after the problem has been</p>	<p>Evidence suggests that effective feedback can have an impact of an additional 6 months progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind.</p>	<p>1,2,3,4</p>

<p>identified but cannot be solved within the lesson) – extra support will be given (often in the afternoon of the same day as the lesson) for pupils to help them catch up so that they are ready for the next lesson.</p>	<p>This mastery approach will be worked on across school.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £50,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We employ a fulltime learning mentor who will follow the recommended actions in the attached government report to improve rates of <b>attendance</b></p>	<p>We will use the EEF reflection Tool:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p>DFE working together to improve attendance.  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	<p>5</p>
<p>We will set up a free whole school breakfast club to help tackle attendance and punctuality</p>	<p><a href="https://teaching.blog.gov.uk/2024/12/13/start-your-school-day-right-the-benefits-of-breakfast-clubs/">https://teaching.blog.gov.uk/2024/12/13/start-your-school-day-right-the-benefits-of-breakfast-clubs/</a></p>	<p>5, 1,2,3,4,</p>
<p>The learning mentor will provide additional pastoral support for individual pupils who have</p>	<p>The EEF SEL evidence stated that schools should offer targeted support for pupils with particular social and emotional needs as well as whole class instruction.</p>	<p>6</p>

<p>mental health / emotional needs</p> <p>We will employ more TAs to support in this role.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>We will continue to fund the insurance for Y5 and Y6 disadvantaged pupils to allow them to take their school iPads home with them so that they have a learning device to use.</p>	<p>EEF evidence suggests that Digital Technology has a positive impact on pupil progress if the recommendations listed are taken into account.</p> <p>Recommendation 3</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digital</a></p>	<p>2,3,4,6</p>
<p>We will purchase the hardware and management software to enable pupils to make use of the DFE funded learning devices.</p>	<p>See above</p>	<p>2,3,4,6</p>
<p>We will prioritise disadvantaged pupils' access to extra-curricular activities – we will track attendance at the clubs more closely</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p>	

## Total budgeted cost: £232,510

*The Pupil Premium budget is used to fund as much as possible of the strategies outlined in this document – the shortfall is made-up by the main school budget.*

## Scroll down for the Pupil Premium Review 2024/25

## Part B: Review of outcomes in the previous academic year – 2024/25

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### Intended outcome 1 EYFS

By July 2027 the percentage our disadvantaged pupils will achieve a Good Level of Development at the end of EYFS will be no more than 10% lower than the DFE target set for all pupils by 2028 (75%).

##### Data:

In 2024 72% of national non- disadvantaged pupils achieved a Good Level of Development compared to 67% of our non-disadvantaged pupils and **27%** of our disadvantaged pupils.

##### July 2025

In 2025 72.5% of national non-disadvantaged pupils achieved a Good Level of Development compared to 56% of our non disadvantaged pupils and **40%** of our disadvantaged pupils

Therefore, our level of GLD for disadvantaged pupils **increased by 13%** but then fell by 11% for our non- disadvantaged pupils.

This remains an area of focus within our school development plans and processes. Amendments have been made to this

#### Intended outcome 2 Reading

By 2027, our data will show that we have maintained the levels of attainment that we achieved in 2024 where 80% of our disadvantaged pupils reached the expected standard in reading at the end of Year 6 which matched the attainment on national non-disadvantaged pupils.

The percentage of disadvantaged pupils reaching the higher standard will be 20% or higher.

## **July 2025 Year 6 data**

### **Russell Scott 2025**

66% reached the expected standard- or above (all)

67% disadvantaged reached at the expected standard – or above

27% achieved greater depth (all)

25% disadvantaged achieved greater depth

### **National**

75% reached the expected standard- or above (all)

(63% disadvantaged and 81% non-disadvantaged)

33% achieved greater depth (all)

This data shows that our % for both groups declined – this was cohort specific. Despite this, 25% of our disadvantaged pupils achieved greater depth in reading.

## **Intended outcome 3: Writing**

By 2027, our data will show that we have improved on the levels of attainment that we achieved in 2024 where 68% of our disadvantaged pupils reached the expected standard in writing at the end of Year 6 (10%points behind national non-disadvantaged). The gap will be less than 10%.

The percentage of disadvantaged pupils reaching the higher standard will be 10% or higher.

### **Russell Scott July 2025**

72% reached the expected standard- or above (all)

71% disadvantaged reached at the expected standard – or above

12% achieved greater depth (all)

4% disadvantaged achieved greater depth

### **National**

72% reached the expected standard- or above (all)

(59% disadvantaged and 78% non-disadvantaged)

13% achieved greater depth (all)

This data is very encouraging – our disadvantaged pupils out perform national disadvantaged pupils and are only 7% points lower than national non disadvantaged pupils. This means that the target set by this document has already been reached – this now need to be maintained or improved upon for future cohorts.

The % of disadvantaged pupils achieving greater depth in writing is 13% behind national (all) and 14% behind our non-disadvantaged pupils and is therefore the focus of our writing development 2025/26.

## **Intended outcome 4 Maths**

By 2027, our data will show that we have maintained or improved on the levels of attainment that we achieved in 2024 where 72% of our disadvantaged pupils reached the expected standard in maths at the end of Year 6 (7%points behind national non-disadvantaged). The gap will be less than 10%.

The percentage of disadvantaged pupils reaching the higher standard will be 20% or higher.

### **Russell Scott July 2025**

67% reached the expected standard- or above (all)

54% disadvantaged reached at the expected standard – or above

26% achieved greater depth (all)

25% disadvantaged achieved greater depth

### **National**

74% reached the expected standard- or above (all)

(61% disadvantaged and 80% non-disadvantaged)

26% achieved greater depth (all)

This data has shown a decline in the data for both disadvantaged and non-disadvantaged pupils reaching the expected standard – this is cohort specific.

The data for those pupils achieving greater depth has improved and now is in- line with national data.

We now need to ensure that we close the gap (as we had done in 2024) between our disadvantaged pupils and non- disadvantaged pupils nationally.

## Intended outcome 5 Metacognition

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By 2027, pupils will be less reliant on the class teacher.

They will be able to verbalise various strategies that they can draw up to:

They will be more aware of themselves as learners

They will understand their work and make connections

They will be able to select strategies to use

They will regulate their own activity/performance

They will reflect on how they have performed.

This is an ongoing area of work. Pupils across school utilise Thinking Frames as tools to scaffold their thinking. We have covered 12 of the 16 Habits of Mind and so gradually pupils are able to demonstrate that they can use the habits that ‘good learners’ are proficient in. There is a whole school approach to the teaching of neuroscience and pupils are able to use this knowledge to help explain why mistakes are a positive part of learning, how things get easier, the more you practise etc etc We are implementing several techniques (all evidence based) that are gradually being embedder across school:

Think Alouds

Quick retrieval

Low stakes quizzing etc

All of these techniques will take time to impact on pupils' data but there is definitely a shared language across school in relation to how learning happens and growth mindset concepts.

## Intended outcome 6 Attendance

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By 2027, the overall attendance figure will be back in line with national average (pre Covid ie 96%) 2023/24 data was 93.6 (compared to National 94.5)

By 2027, less than 15% of disadvantaged pupils will meet the threshold for persistent absence (2023/24 data was 25.4%)

National data in 2023/24 was 13.8 for non-disadvantaged pupils (all schools)

Non-disadvantaged persistent absence data will have decreased from 15.5% and will be in line or better than national data.

### Data 2024/25

All pupils of compulsory school age at Russell Scott:

94.1% attendance rate

Disadvantaged 92.5%

Non Disadvantaged 95.3%

National ALL compulsory school age 94.8%

This data shows that the overall attendance figure has improved and was only 0.7% behind national attendance for all pupils – but further improvement is required to reach 96%

The data for disadvantaged pupils 2.8% points lower than our attendance for non-disadvantaged pupils - this is an area of development that we are focussing on.

**Persistent absence** is also an area for improvement:

### 2024/25

17.7% of all pupils were persistently absent compared to 13.5 nationally

27.8% of disadvantaged pupils were persistently absent

9.6% of non- disadvantaged pupils were persistently absent

This is our main area for development regarding improving attendance.

## Intended Outcome 7 Mental Health/Wellbeing

Staff will be more equipped to support pupils who display dysregulated behaviour during lessons

Pupils will draw on a bank of strategies that they have been taught to support them in regulating their emotions

CPOMS tracking will show fewer incidents of wellbeing/mental health issues becoming a barrier to learning.

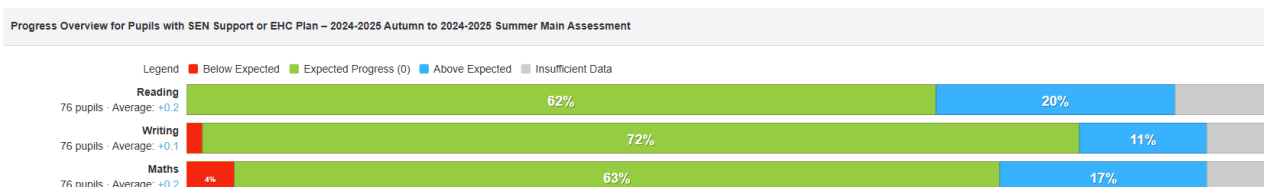
The number of incidents recorded in this category on CPOMS will reduce

Although the incidents reported have increased, staff are more able to support pupils who are unable to learn due to trauma and or dysregulation. The plan to address this outcome has been updated to include recent training in relation to 'relational inclusion'. Staff have received attachment and trauma training, 3 staff have been trained at Relational Inclusion Champions and attend half-termly training. These members of staff take groups of 8 pupils weekly to support them with their mental health and wellbeing. We are working on implementing a shared language to use with pupils and have planned whole staff training for the next 12 months.

## Intended Outcome 8 SEND

By 2024, pupils with special educational needs will reach the targets that are set for them. They will feel a sense of success and make expected progress. --

Our internal data shows that pupils with SEND make expected progress:



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## Externally provided programmes

Programme	Provider
Little Wandle Phonics	
Lexia Core 5	
White Rose Maths	
Read Write Inc Spelling	
IXL Maths	
Spelling Frame	
Thinking Matters	
Wellcomm	
NELI	
Motional	
English Type	
Meemo	

## Further information (optional)