

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	Scargill CE Primary School
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Malc Hetherington
Pupil premium lead	Cheryl Benn
Governor / Trustee lead	Sam Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,490
Recovery premium funding allocation this academic year	£6,090
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	£71,580

Part A: Pupil premium strategy plan

Statement of intent

At Scargill school, we strongly believe in developing the whole child. It is our aspiration that all pupils, regardless of their background or the challenges they face, are able to meet their full potential and to be happy, well-rounded individuals who are able to thrive in all areas of their life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals – including those who are high attainers.

At the heart of everything we do are the children. We will fully consider the needs of the individual child and groups of children. The strategies outlined in this plan are not exclusive to disadvantaged but are all encompassing to our school ethos.

The children's wellbeing is core to our approach. Without a solid foundation of emotional and social skills children find learning far more challenging. The Thrive programme, which is embedded in our school, closes the gap for vulnerable children in a number of areas such as, self-confidence, relationship building, behaviour, attainment and attendance.

High-quality teaching is paramount to all children's success. Whilst our strategy focuses on the areas disadvantaged pupils require the most support it will also benefit our non-disadvantaged pupils. High quality teaching is the most effective way of closing attainment gaps and reaching high aspirations. Our plan clearly demonstrates training which will be put in place to further support teaching staff.

Our approach is child led and will be responsive to the children's needs. These will be based on robust diagnostic assessments and not assumptions which can be made. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported to develop their social and emotional development.
- to support children and their families to ensure their wellbeing.
- be proactive in our support and intervene early.
- have a whole school approach in which all staff are focusing on closing the gaps for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Through our Thrive profiling and sessions the social and emotional needs of the children have been flagged as an area for development. This has further been reinforced through discussions with class teachers, support staff, parents and the children themselves. Whilst these have been a target on previous plans, the impact of school closures and lockdowns has set back our work and increased the issue for some. These is due to children being unable to access all of the support we have in school and that provided by other enrichment activities they may have taken part in, which were forced to close. The removal of these support networks has had a significant impact on our disadvantaged pupils. Through our Thrive profiling 40 children are receiving additional support for social and emotional needs with 25% being from the disadvantaged group. The Personal, Social, Health & Emotional development of our disadvantaged children is supported well through the continued use of the Jigsaw Programme.</p> <p>As a school we are now able to offer a full programme of enrichment activities for all children to attend after school. Although teachers always offer places to disadvantaged pupils first the uptake from disadvantaged pupils is not to a level we would aspire to. Of the 45 pupil premium children in school on average, 1 disadvantaged child signed up to each club.</p>
2	<p>In line with national studies, the welfare and wellbeing of our disadvantaged pupils has been impacted by the global pandemic (to a greater extent than for other pupils). Since the full opening of schools there has been an increased amount of support required to support children and their families. Through our formative and teacher assessments at the end of the last academic year it is clear to see the impact this has had on the children's progress and attainment, especially in writing and maths and early reading.</p>
3	<p>Through assessments, teacher discussions and discussions with children, the language development of disadvantaged pupils has been highlighted as not in-line with their peers. This is evident from R-Y6. Gaps in knowledge of key vocabulary is noticeable greater in our disadvantaged pupils than their peers. This has a substantial impact on the progress of children.</p>
4	<p>Through looking at end of year data and teacher discussions, the attainment of our disadvantaged pupils is not in-line with their peers. This is an area which has been improving but still needs development especially in writing with 48% of disadvantaged pupils meeting expected standard and 2% greater depth (2020-21). Whole school data at the end of KS2 showed that 74% met the expected standard and 12% greater depth in writing.</p>

5	<p>Attendance data for September 2021 shows 91% attendance of PP children compared to 98% for non-PP children in the same month. This is a decrease in attendance compared with the same month in 2020 which showed 97% attendance for PP children in September 2020 and 98% for non-PP children. Our school average for attendance for the year 2020-21 was 97.54%</p> <p>From this academic year, Autumn Term 1 (2021-2022) of the persistent absence attendance letters sent to parents, 77% have been for disadvantaged pupils.</p>
6	<p>Financial impact means that some disadvantaged families are unable to afford to make contribution needed for extra curricular activities, trips and residential.</p>
7	<p>Teacher observation has seen that often disadvantaged pupils can lack self-motivation. A development of pupil's self-regulated learning would give children greater independent skill to achieve better. Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning</p> <p>metacognition – often defined as ‘learning to learn’; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p> <p>Peer tutoring would also develop motivation</p>

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
<p>To improve the social and emotional skills of all children, particularly disadvantaged pupils.</p>	<p>Through Thrive profiling an improvement of children's social and emotional skills will be seen.</p> <p>Pupil voice will demonstrate an improvement of skills.</p> <p>Teacher observations</p> <p>An increase in uptake of extra-curricular activities.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.</p>	<p>The Whole School Approach Wellbeing Mapping Tool shows improved ratings.</p>
<p>Improved oral and language skills and key vocabulary among disadvantaged pupils.</p>	<p>An improvement will be seen through teacher observations of participation in</p>

	<p>lessons and use of language used in work. This will be triangulated with books scrutiny and formative assessments.</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>End of year teacher assessments will show a year on year improvement in the amount of disadvantaged pupils meeting age level expectations to be at least in line with National Average.</p>
<p>Improved attainment of greater depth standard among disadvantaged pupils.</p>	<p>End of year teacher assessments show a year on year improvement in the disadvantaged pupils achieving greater depth standard in reading, writing and maths by 2024/2025.</p>
<p>To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being greater than 97% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being diminished. • the number of pupils who are being persistently absent being below 8% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £ 13,292.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw (2,334 per annum)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1
Nuffield Early Language Intervention (NELI) Training (600)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
Purchase of Rising Stars Assessments (whole school cost 3,402) (Just for PP 358.62)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4
Staff training on high quality feedback 2,000	Feedback EEF (educationendowmentfoundation.org.uk) Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	4
Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	4

stronger phonics teaching for all pupils. 8,000 (not all of the cost)	Phonics EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils identified through Little Wandle assessments. (10,000)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	4
National tutoring programme. Focusing on R, W, M & Spag through Shine (6,090)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Nuffield Early Language Intervention (NELI) sessions (4,000)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £ 38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group and individual Thrive</i> 7,500</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1
<p>Embedding principles of good practice set out in the DfE's Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) advice. This will involve training and release time for staff to develop and implement new procedures and appointing a Learning Mentor to support and improve attendance. (25,000)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2 & 5
<p>Attendance at after school sports clubs (2,500)</p>	<p>Opportunity to increase physical activity and social skills which are good for mental health and wellbeing. Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1
<p>School uniform cost and book bag cost (two jumpers and a book bag for children when initially awarded PP funding. Support financially to enable access to trips/residential (2,500)</p>	<p>We know from pupil voice that all children want to feel included in school life and we feel that those costs should not prevent children from having the correct school and PE clothing or wanting to take part in trips/residentials. School uniform EEF (educationendowmentfoundation.org.uk)</p>	6

Contingency fund for acute issues 1,000	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	

Total budgeted cost: £ [£71,580] Total is actually 71,882.62

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.

Last year, further lockdowns and bubble closures impacted the rate of attendance for disadvantaged children. During lockdowns disadvantaged children were given laptops where needed and vulnerable disadvantaged children continued to attend school during lockdowns. The taught curriculum remained broad and progressive with knowledge and skills ensuring that the potential for further gaps in learning was minimised. Despite the greatest of efforts, progress made was not equal to what would have been achieved had the children fully attended school.

Our internal assessment during 2020-21 showed that the performance of disadvantaged pupils was lower than in previous years for reading, writing and maths. Formative assessments and teacher assessments were used termly to track progress.

Shine interventions started after Lockdown 2 to begin to catch up any lost learning. These demonstrated a positive impact and we will continue to use this intervention this academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and Mental Health were significantly impacted last year. We will continue to provide Thrive throughout the year ahead.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	Front the Challenges Projects Ltd.
PSHE Scheme	Jigsaw
Talk for Writing	Pie Corbett

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.