

Pupil premium strategy statement – Scargill C of E Primary School.

School overview

Detail	Data
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	14%
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)	2024-2027 (2 nd Year)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Malc Hetherington
Pupil premium lead	Cheryl Benn
Governor / Trustee lead	Andrew Attenborough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,800
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£59,800

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. We aim to have learners who are happy, excited, challenged to be lifelong learners. This is achieved through a rich and inspiring curriculum.

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 fully consider the needs of the individual child and groups of children. The strategies outlined in this plan are not exclusive to disadvantaged children but are all encompassing to our school. At the foundation of our practice is our ethos of love and caring; this drives all that we do to support our children.

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 gaps for children in a number of areas such as, self-confidence, relationship building, behaviour, attainment and attendance; addressing the interruptions which have occurred in their development.

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 our actions 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.
- Have high aspirations and inspire high aspirations of all learners.

Challenges

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

Challenge number	Detail of challenge
1	<p>Mental health and wellbeing</p> <p>Internal data relating to attendance, behaviour, Thrive profiling and surveys completed by children's, staff and parents has continued to highlight the ongoing need for mental health and wellbeing support. Findings indicate that additional support is required to strengthen resilience and self-efficacy. We aim to equip our pupils with the age-appropriate skills needed to manage challenges and adversity, while also providing targeted support for those who require it. This ongoing challenge affects not only children's mental health and wellbeing, but also has a notable impact on attendance and academic attainment.</p>
2	<p>Attendance</p> <p>The attendance of our disadvantage pupils is lower than that of all our pupils. Our attendance team monitor and track for trends in children's absence. It is our aim for the attendance of our disadvantage children to be in line with their peers.</p>
3	<p>Attainment in writing</p> <p>Data from internal and external assessments show many of our disadvantage children are behind age level expectations at the end of the key stage. The school attainment at the end of Key Stage 2 is significantly below average national averages.</p>
4	<p>Attainment in mathematics</p> <p>Internal and external data show the progress of children in maths is becoming closer to national averages. End of KS2 data demonstrates our disadvantage children scored broadly inline with national averages. Focus needs to continue in this area to ensure progress can continue to be sustained.</p>
5	<p>Oracy</p> <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>
6	<p>Careers, culture and aspirations</p> <p>At Scargill, we are passionate to give our children the best start in life and wish to make sure they are best equipped to thrive in the future endeavours. We wish for all of our children to have high aspirations of themselves regardless of their socio-economic. Through staff surveys and pupil voice we have</p>

	highlighted areas for future development and established a programme of careers education.
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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.

	Success criteria
Mental health, wellbeing and emotional literacy. To improve the social and emotional skills of all children, particularly disadvantaged pupils.	Children with emotional needs are given the opportunity to work with an adult to help address their need(s). Thrive profiling demonstrates children are using skills explored in school to solve problems in an age appropriate way. Pupil voice will provide evidence of how children are solving problems themselves and being resilient. Pupil voice will show how children are helping to support each other. The school offers a range of provisions to support children's mental health and wellbeing. Emotional literacy to be embedded across the school and used to support children's mental health and wellbeing.
Attendance	The number of pupils who are being persistently absent being below 8% and the figure among disadvantaged pupils being in line with their peers. Attendance for the whole school will be at least 97% Persistent absence to be below 8%
Attainment in writing Improved writing attainment among disadvantaged pupils.	Attainment in writing to be inline with national average with disadvantage pupils to be in line with their peers.

	The percentage of pupils reaching a higher standard in writing to be at least in line with national averages.
Attainment in mathematics Improved mathematics attainment among disadvantaged pupils.	Attainment in mathematics to be in line with national averages with disadvantage pupils to be in line with their peers. The percentage of pupils reaching a higher standard in mathematics to be at least in line with national averages.
Oracy Improved oral and language skills and key vocabulary among disadvantaged pupils.	An in improvement will be seen through teacher observations of participation in lessons and use of language used in work. This will be verified through book scrutiny and formative assessments.
Finance Children have the same entitlement to all aspects of school life including uniform, equipment and enrichment activities.	All children to feel equal and to know they have equal opportunities to all experiences. This encompasses access a range of areas including: access to computers to for homework; funding for uniform and free second-hand uniform; funding towards extra-curricular clubs.
Careers, aspirations and culture To enable the children to have an opportunity to experience wide range of cultural experiences.	To allow children a range of cultural experiences through learning, educational visits, sporting visits and visitors in school. Through providing a careers education which entwined within all areas of the curriculum and careers days and university visits we aspire for all of our children to leave with high aspirations, belief in themselves and a knowledge of the varied and exciting world we live in.

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: £15,614.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw purchase and training (PSHE scheme) £1086.67	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). The EEF document 'social and emotional learning' states ' <i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i> ' EEF Social and Emotional Learning	1
Nuffield training (language development). New staff will be required to attending training. £0 (staff previously trained)	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. Communication and Language approach	3, 5
Purchase of Rising Stars Assessments £3375	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. Formative Assessment	4
Purchase of Little Wandle (systematic synthetic phonics scheme) £945.25	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. Little Wandle's delivery in small groups is supported by the EEF finding ' <i>particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds</i> '. (Early Literacy Approach). Communication and Language Approach Early Literacy Approach Phonics	3
Embedding dialogic development across the school curriculum £0	We aim to improve pupil attainment and engagement by improving the quality of classroom talk. Children should be able to reason, discuss, argue and explain to enhance their higher order thinking.	3

(training provided last year)	Dialogic Teaching Oral language intervention	
Purchase of White Rose - Enhancement of maths teaching £220	Powermaths follows the EEF guidance on Effective Mathematic teaching. This ensures all of our children gain a well rounded maths education which has a range of different components to allow children to excel. Maths mastery	4
Staff training in both Mathematics and English £3082	<i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</i> Staff development Parental engagement	4
Purchase of Grammarsaurus (Grammar support) £599	High quality teaching of grammar has good impacts on the outcome of children's writing. Grammar	3
Thrive purchase and training £2358	Evidence suggests those from disadvantage backgrounds have an increased likelihood of beginning early years education with lower self-regulation skills compared to their peers. Self-regulation strategies Social and emotional strategies Metacognition and self-regulation	1
Additional maths support TT Rockstars and My Maths £633.95	Developing long term schemas of information ensures rapid recall of facts. Maths support	4
Staff CPD on high quality feedback and metacognition £0	Metacognition and self-regulated learning Rosenshine's Principles In Action. Tom Sherrington Cognitive load theory explored through modelling in the practical classroom	1,3,4,5
Empathy lab training of lead staff £3,315	There is good evidence that empathy should be a key priority . Research identifies empathy's relevance to improving children's behaviour, mental health, achievement and pro-social attitudes. It is not a fluffy thing, but a foundational life skill (Professor Robin Banerjee, Sussex University, Pro-Vice-Chancellor for Global and Civic Engagement) Social and emotional strategies	1

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

Budgeted cost: £8,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle – additional phonics sessions £0	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 Early Literacy Approaches Phonics Small group tuition	3
NELI intervention groups £226	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. The EEF oral language intervention document suggests a significant impact on children's learning when oracy is targeted. Oral language intervention	3
Additional learning support in mathematics and English £8573	Research clearly shows that quality first teaching is the most powerful tool for ensuring at least good progress and attainment. EEF Quality First Teaching Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite period, and link learning to classroom teaching. EEF Teaching Assistant Interventions Teaching Assistant Interventions	3,4,5
Purchase of maths manipulatives £0 (purchased last year)	Using manipulatives and representations purposefully can support children to develop visual images. These are beneficial to all children but are paramount for learners with dyscalculia and struggling learners, helping them to 'see' the maths. Maths support	4

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

Budgeted cost: £34,104.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive and Well-being club</p> <p>1:1, small group and whole class sessions. Alongside Thrive practise being embedded across the whole school.</p> <p>£5070</p>	<p>Evidence suggests those from disadvantage backgrounds have an increased likelihood of beginning early years education with lower self-regulation skills compared to their peers. Consequently, teaching children in the early year the ability to self-regulate is likely to be beneficial. This is also true of those older children who have interruptions at the earlier stages of their life. This is also evidenced to be true of social and emotional strategies.</p> <p>Self-regulation strategies</p> <p>Social and emotional strategies</p> <p>Metacognition and self-regulation</p>	1
<p>Attendance (Attendance officer)</p> <p>£20,390</p>	<p>Attendance has a direct impact on attainment and behaviour. This is a layered approach involving. The EEF Supporting Schools Attendance states 'children from disadvantage are on average are more likely to be absent from school'.</p> <p>Supporting school attendance</p> <p>Parental Engagement</p>	1,2
<p>Cultural and careers development</p> <p>£0</p> <p>(This is being provided in house this year)</p>	<p>It is vital that our children experience the rich and diverse culture we have in our country. For this reason it is key we provide all children, regardless of background, the opportunity to experience a range of cultural events.</p> <p>We want all of our children to feel they can aim high and there is no ceiling dictated by their background.</p> <p>Aspirations</p> <p>Arts Education</p>	1, 6
<p>Extra-curricular clubs and educational visits</p> <p>£5774</p>	<p>'Physical activity has important benefits in terms of health, wellbeing and physical development (EEF)'</p> <p>Physical activity has proven benefits towards a persons' health, wellbeing as well as their physical well-being. Through providing children with a range of extra-curricular clubs (both physical and non-physical).</p>	1, 6

	Extending School Time Physical Activity	
Wellbeing Club £4290	<p>Our Wellbeing Club runs daily at lunchtime for all children across the school. The club allows time for children to improve their mental health and build essential social skills. These support in building a culture of belonging for all and inclusivity.</p> <p>Belonging for all Impact of wellbeing on attendance</p>	1, 6
Uniform and resources £150	<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. Enabling our children to feel confident and happy in school is vital to our school ethos.</p> <p>School Uniform</p>	1
Inclusion services Nurture, positive play and outdoor provision £16,620	<p>Government guidance – Promoting and supporting mental health and wellbeing in schools and colleges states:</p> <p><i>Good mental health and wellbeing improves standards in schools and helps pupil achieve and thrive in education, setting them up well for life and work.</i></p> <p>Good mental health and wellbeing helps pupils both in school and beyond</p> <p>Government guidance – Wellbeing</p>	1

Total budgeted cost: £76,757.87

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of outcomes for 2024/2025						
Data						
Data	School (All Pupils)	School (Disadvantaged)	School (Non- Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
EYFSP Good Level of Development	79.4%	60%	82.8%	68.3% (2025)	<i>Not Published</i>	<i>Not Published</i>
KS1 Phonics Screening Check	89.3%	50%	100%	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	21.65	19.86	22.07	21.0 (2025)	19.3 (2025)	21.7 (2025)
Year 4 MTC Scored 25 Marks	39.5%	37.5%	40%	37% (2025)	27% (2025)	41% (2025)
KS2 SATS Combined RWM Measure EXS	35.5%	36.2%	33.3%	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	74.2%	66.7%	76.6%	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	45.2%	40%	46.8%	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	59.7%	60%	59.6%	74% (2025)	61% (2025)	80% (2025)

Overall Outcomes

☐ Good progress ☒ Average progress ☐ Minimal progress

This is the first year of our strategy and significant progress has already been made in supporting our children. We now need to maintain this momentum in order to see the full impact of the approach. External and internal data has enabled us to further pinpoint areas for improvement. There remain gaps between disadvantaged and non-disadvantaged children in some areas of the curriculum; however, in other areas we are seeing the gap narrow between these groups and against national averages for end of key stage outcomes. Robust staff training throughout the year has enabled colleagues to refine and improve their practice, resulting in ongoing pupil progress.

Teaching

☐ Good progress ☒ Average progress ☐ Minimal progress

The progress of disadvantaged children across all year groups shows an increase in the number of pupils making at least expected progress. Throughout the year, staff have received ongoing training to help refine their practice. Much of this support has focused on oracy. This is a newly implemented scheme, and the results are yet to come to full fruition; however, in the infancy of the programme, we are already seeing greater oracy skills from the children and high levels of engagement. Both internal and external evidence indicate positive outcomes for disadvantaged pupils, although further progress is still to be made.

Progress of disadvantage children across the school

	Maths	Reading	Writing	GaPS
Less than expected	23%	27%	27%	22%
Expected progress	63%	46%	60%	56%
Better than expected progress	15%	27%	13%	22%

Attainment of disadvantage children across the school

	Maths	Reading	Writing	GaPS
B levels	8%	10%	13%	16%
Working towards expected standard	25%	25%	52%	20%
Expected standard	58%	56%	35%	58%
Greater depth	8%	8%	0%	7%

Targeted academic support

☐ Good progress ☒ Average progress ☐ Minimal progress

Targeted academic support is having a positive impact on children's progress. For example, a greater number of children achieved above average score in the multiplication check compared to previous years, and overall outcomes are now above national averages. This improvement is partly due to focussed intervention groups aimed key children – including disadvantaged children. Additional support in English, particular writing, is still required to help close the attainment gap, as progress in this area has been more limited for some pupils. Additional support for maths teaching will be required to help close the gap in maths attainment.

Wider strategies

☐ Good progress ☒ Average progress ☐ Minimal progress

Mental health and wellbeing support remains a key strength of the our school. Last year, 27% of our disadvantage children accessed additional mental health support through our Thrive programme. To further develop our mental health and wellbeing support, we are increasing our provision to ensure that support is tailored to the specific needs of the individual child. In an ever-changing world, it is essential that we continue to respond to the growing number of children requiring mental health and wellbeing support, as this can have a significant impact on all aspects of a child's life. Attendance remains a concern for some. Our overall school attendance was 96.3% last academic year, in comparison our disadvantage children average was 94.1%. 6.4% of children were persistent absentees compared to 14.5% disadvantage pupils. Further development of whole school approaches to mental health and wellbeing

alongside emotional literacy will continue to support our children to flourish, be resilient and develop strong self-efficacy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Thrive	Front the Challenges Projects Ltd.
PSHE Scheme	Jigsaw
White Rose maths	White Rose
Nuffield language development (NELI)	OxEd and Assessment
My maths	Oxford University Press
TT Rockstars	Maths circle
Grammarsaurus	Grammarsaurus
EmpathyLab	EmpathyLab

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.