

## 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	341
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers <i>Year 2 of a 3 year plan</i>	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£59,628
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£66,008

# 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 &amp; 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 extracurricular 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"> <li>• 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.</li> <li>• 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.</li> </ul>

## 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: £ 11,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw £0	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): <a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-reviews/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1
Nuffield Early Language Intervention (NELI) Training £180	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: <a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-reviews/Oral-language-interventions-EEF">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Purchase of Rising Stars Assessments £4,050	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: <a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-reviews/Standardised-tests-Assessing-and-Monitoring-Pupil-Progress-Education-Endowment-Foundation-EEF">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	4
Staff training on high quality feedback £6,696	<a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-reviews/Feedback-EEF">Feedback   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-reviews/Teacher-Feedback-to-Improve-Pupil-Learning-EEF">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a>	4
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (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. £995	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 28,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils identified through Little Wandle assessments. £26,000	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: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	4
National tutoring programme. Focusing on R, W, M & Spag through Shine £0	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Nuffield Early Language Intervention (NELI) sessions £2,200	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: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

Budgeted cost: £ 25,925

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>Small group and individual Thrive</i> £10,843</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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	1
<p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a> advice. £10,450</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2 & 5
<p>Attendance at after school sports clubs £1332</p>	<p>Opportunity to increase physical activity and social skills which are good for mental health and wellbeing.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></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 £2500</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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/school-uniform">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<p>Contingency fund for acute issues £800</p>	<p>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</p>	

**Total budgeted cost: £ 66,046**



## 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 2021 to 2022 academic year.

The academic year 2022-2023 was the second year of our current three-year pupil premium strategy.

Post pandemic life has seen an increase need for mental health support for many of our children. By carrying out regular and thorough evaluations of our children, we have been able to ensure our Thrive practise is bespoke to our children's needs and is informed by staff assessments of the children; these are successful due to the strong relationships which have been formed between children and staff. Children are also given extra support if flagged by our attendance team. As a result, on average, 44% of our Thrive 1:1 groups are children from disadvantage backgrounds. Regular whole staff training allows new practises and ideas to be filtered to all.

Through Rising stars assessments, we have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that our disadvantage children are performing below their peers. In our KS1 53% our children achieved expected as a combined score and 50% of our disadvantage people achieved expected as a combined score. In our KS2 results our disadvantage children achieved: reading: -1.2; writing: +0.3; maths: -5.3 and Gaps: -3.9. Analysis of results has allowed us to provide targeted support for our children - many of our disadvantaged pupils attended small group sessions looking at focussed gaps in learning which were identified through the assessments in reading, writing, maths and grammar.

Attendance continues to be an area of concern for our disadvantage pupils. Last year the average attendance of disadvantage children was 91.68% compared to the whole school 94.9%. Through support for the child and those at home we endeavour to improve the attendance of our children.

There continues to be a focus on encouraging children to attend extra-curricular clubs. A survey for parents has shown which clubs the children would like to attend. This has allowed us to tailor what we offer to suit our children's interests. This survey also revealed a key reason for not attending clubs is their commitment to clubs outside of school. There have been a number of events out of school this year with 15% of our disadvantage children taking part in at least one event.

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## 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.
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.*