

1Pupil premium strategy statement – Scargill C of E Primary School. This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	15.4%
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
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£70,650
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	£70,650

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 practise 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>Through our Thrive profiling and sessions, discussions with adults in the school and parents, the social and emotional needs of the children have been flagged as an area which continues to present a challenge for our children. We wish to provide our children with the skills to tackle challenges and adversity in an age appropriate way whilst also giving extra support when needed. Our Thrive sessions are complimented by our PSHE lessons. Personal, Social, Health & Emotional development of our disadvantaged children is supported well through the continued use of the Jigsaw Programme. As a school, we are now able to offer a full programme of enrichment activities for all children to attend after school.</p>																				
2	<p>Attendance</p> <p>The attendance of our disadvantaged pupils is lower than that of all our pupils. Our attendance team monitor and track for trends in children's absence.</p> <p><u>2023-2024</u></p> <p>All pupils – 95.6%</p> <p>FSM6 – 92.7%</p> <p>All Persistent absentees – 10.1%</p> <p>It is our aim for the attendance of our disadvantaged children to be in line with their peers.</p>																				
3	<p>Attainment in writing</p> <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 to be continued to be embedded to ensure it has the most significant and long-lasting impact.</p> <p>Writing</p> <table border="1"> <thead> <tr> <th>End of KS2</th><th>National</th><th>School</th><th>Disadvantage</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>75%</td><td>83%</td><td>89% (8/9)</td></tr> <tr> <td>Writing</td><td>73%</td><td>73%</td><td>67% (6/9)</td></tr> <tr> <td>Combined</td><td>62%</td><td>67%</td><td>67% (6/9)</td></tr> <tr> <td>GaPS</td><td>73%</td><td>75%</td><td>78% (7/9)</td></tr> </tbody> </table>	End of KS2	National	School	Disadvantage	Reading	75%	83%	89% (8/9)	Writing	73%	73%	67% (6/9)	Combined	62%	67%	67% (6/9)	GaPS	73%	75%	78% (7/9)
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	End of KS1	National	School	Disadvantage																														
Reading	71%	72%	25% (1/4)																															
Writing	54%	63%	25% (1/4)																															
Combined	55%	44%	50% (2/4)																															
4	Attainment in mathematics <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 to be continued to be embedded to ensure it has the most significant and long-lasting impact. Our maths programme is having a positive impact on our children's progress and must be continued to be embedded for maximum impact.</p> <p>Results</p> <table border="1"> <thead> <tr> <th>End of KS2</th><th>National</th><th>School</th><th>Disadvantage</th></tr> </thead> <tbody> <tr> <td>Maths</td><td>75%</td><td>79%</td><td>67% (/69)</td></tr> <tr> <td>Combined</td><td>62%</td><td>67%</td><td>67% (6/9)</td></tr> </tbody> </table> <p>Multiplication check</p> <p>2024 results</p> <table border="1"> <thead> <tr> <th>Score</th><th>0-9</th><th>10-14</th><th>15-19</th><th>20-24</th><th>25</th></tr> </thead> <tbody> <tr> <td>Children</td><td>0</td><td>2</td><td>8</td><td>24</td><td>12</td></tr> <tr> <td>%</td><td>0%</td><td>4.3%</td><td>17.4%</td><td>52.2</td><td>26.1%</td></tr> </tbody> </table>				End of KS2	National	School	Disadvantage	Maths	75%	79%	67% (/69)	Combined	62%	67%	67% (6/9)	Score	0-9	10-14	15-19	20-24	25	Children	0	2	8	24	12	%	0%	4.3%	17.4%	52.2	26.1%
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5	Oracy <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	Careers, culture and aspirations <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 and wellbeing To improve the social and emotional skills of all children, particularly disadvantaged pupils.	<p>Children with emotional needs are given the opportunity to work with an adult to help address their need(s).</p> <p>Thrive profiling demonstrates children are using skills explored in school to solve problems in an age appropriate way.</p> <p>Pupil voice will provide evidence of how children are solving problems themselves and being resilient.</p> <p>Pupil voice will show how children are helping to support each other.</p>
Attendance	<p>The number of pupils who are being persistently absent being below 8% and the figure among disadvantaged pupils being in line with their peers.</p> <p>Attendance for the whole school will be at least 97%</p> <p>Persistent absence to be below 8%</p>
Attainment in writing Improved writing attainment among disadvantaged pupils.	<p>Attainment in writing to be inline with national average with disadvantaged pupils to be in line with their peers.</p> <p>The percentage of pupils reaching a higher standard in writing to be at least in line with national averages.</p>
Attainment in mathematics Improved mathematics attainment among disadvantaged pupils.	Attainment in mathematics to be in line with national average with disadvantaged 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 improvement will be seen through teacher observations of participation in lessons and use of language used in work. This will be triangulated with books 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: £20,290.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw purchase and training (PSHE scheme) £1410	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</i>	1

	<p><i>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></p> <p>EEF Social and Emotional Learning</p>	
Nufflified training (language development). New staff will be required to attending training. £180	<p>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.</p> <p>Communication and Language approach</p>	3, 5
Purchase of Rising Stars Assessments £3375	<p>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.</p> <p>Formative Assessment</p>	4
Purchase of Little Wandle (systematic synthetic phonics scheme) £1345.25	<p>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).</p> <p>Communication and Language Approach</p> <p>Early Literacy Approach</p>	3
Embedding dialogic development across the school curriculum £1400	<p>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.</p> <p>Dialogic Teaching</p> <p>Oral language intervention</p>	3
Purchase of Power Maths (White Rose) Scheme - Enhancement of maths teaching £3560.36	<p>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.</p> <p>Improving Mathematics</p>	4

Staff training in both Mathematics and English £2225	<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	4
Purchase of Grammarsaurus (Grammar support) £649.62	High quality teaching of grammar has good impacts on the outcome of children's writing. Grammar	3
Thrive purchase and training £5330.60	Evidence suggests those from disadvantaged 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 £817.36	Developing long term schemas of information ensures rapid recall of facts. Maths support	4

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

Budgeted cost: £16,255.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle – additional phonics sessions £4446	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 £900.60	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	3

	significant impact on children's learning when oracy is targeted. <u>Oral language intervention</u>	
Additional learning support in mathematics and English £9908	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. EFF Teaching Assistant Interventions <u>Teaching Assistant Interventions</u>	3,4,5
Purchase of maths manipulatives £1000	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. <u>Maths support</u>	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
Thrive and Well being club 1:1, small group and whole class sessions. Alongside Thrive practise being embedded across the whole school. £8309.80	Evidence suggests those from disadvantaged 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 years 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. <u>Self-regulation strategies</u> <u>Social and emotional strategies</u> <u>Metacognition and self-regulation</u>	1
Attendance (Attendance officer) £20,390	Attendance has a direct impact on attainment and behaviour. This is a layered approach involving. The EEF Supporting Schools Attendance states 'children from disadvantaged backgrounds are on average more likely to be absent from school'.	1,2

	<p><u>Supporting school attendance</u></p> <p><u>Parental Engagement</u></p>	
Cultural and careers development £3700	<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><u>Aspirations</u></p> <p><u>Arts Education</u></p>	1, 6
Extra-curricular clubs £500	<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> <p><u>Extending School Time</u></p> <p><u>Physical Activity</u></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/residential. Enabling our children to feel confident and happy in school is vital to our school ethos.</p> <p><u>School Uniform</u></p>	1

Total budgeted cost: £70,595.39

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Review of outcomes for 2024/2025</u>						
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 disadvantaged 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 disadvantaged 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 disadvantaged 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 disadvantaged children average was 94.1%. 6.4% of children were persistent absentees compared to 14.5% disadvantaged 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
Powermaths	White Rose and Pearson
Nuffield language development (NELI)	OxEd and Assessment
My maths	Oxford University Press
TT Rockstars	Maths circle
Grammarsaurus	Grammarsaurus

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.