

Pupil 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	48
Proportion (%) of pupil premium eligible pupils	15.6%
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)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£70,915
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>	£6,960
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£77,875

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>Mental health and Wellbeing (Thrive)</p> <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. Through Thrive profiling 36 children receive group or 1:1 support and on average 44% of these children are from disadvantage backgrounds.</p>
2	<p>Mental health and Wellbeing (Academic)</p> <p>In line with national studies, the welfare and wellbeing of our disadvantaged pupils was impacted by the global pandemic and current socioeconomic crisis. 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>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>
4	<p>Attainment</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 development. Key areas of focus which have been identified are GaPS and maths.</p>
5	<p>Attendance</p> <p>Our attendance data over the academic year 2022-2023 indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Whole School Attendance % was 94.9% for the academic year 2022-2023 and for disadvantage pupils it was 91.68%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Finance</p> <p>Financial impact means that some disadvantaged families are unable to afford to make contribution needed for extracurricular activities, trips and residential. Support with funding clubs has resulted in a increase number of clubs being attended by disadvantage children.</p>
7	<p>Self-efficacy</p> <p>Teacher observation has seen that often disadvantage pupils can lack self-motivation. A development of pupil's self-regulated learning would give children a greater independent skill to achieve better. Self-regulated learning can be broken into three essential components.</p>

	<ul style="list-style-type: none"> • Cognition – the mental process involved in knowing, understanding and learning. • Metacognition – often defined as learning to learn • Motivation – willingness to engage our metacognitive and cognitive skills. Providing aspiration through a careers curriculum.
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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.

Intended outcome	Success criteria
To improve the social and emotional skills of all children, particularly disadvantaged pupils.	<ul style="list-style-type: none"> • Through Thrive profiling an improvement of children’s social and emotional skills will be seen. This will be measured through a higher score on their Thrive profiling. • Pupil voice will demonstrate an improvement of skills. • Teacher observations
An increase in uptake of extra-curricular activities.	<ul style="list-style-type: none"> • Children being offered a range of clubs tailored by their interests • An improved percentage of 40% of disadvantage children attending extra-curricular activities.
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. Writing levels - for all pupils to make expected progress and those meeting expected level to be inline with national averages.
Improved writing attainment among disadvantaged pupils.	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. Assessment outcomes in writing 2024/25 show that our disadvantaged pupils met the expected standard in line with national averages.
Improved maths attainment among disadvantaged pupils.	End of year teacher assessments will show a year on year improvement in the amount of disadvantaged pupils meeting age level expectations. These are to be at least in line with National Average.
Improved Spelling, punctuation and grammar	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. End of KS2 assessment GaPS outcomes in 2024/25 show that

attainment among disadvantaged pupils.	our disadvantaged pupils met the expected standard inline with national averages.
Improved attainment of greater depth standard among disadvantaged pupils.	<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>KS2 outcomes in 2024/25 show that our disadvantaged pupils met greater depth standard is in line with national averages.</p>
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	<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. <p>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.</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: £13,442.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Rising Stars Assessments	<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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Diagnostic assessment EEF</p>	4

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p>	<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: Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through the purchase of Power Maths White Rose Scheme</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: EEF Mathematics guidance: Improving Mathematic in key stages 1_ and 2</p>	<p>5</p>
<p>Staff training and team teaching in maths and English</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF High quality teaching</p>	<p>4</p>
<p>Maths support My maths TT Rockstars</p>	<p>We understand children should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly. Those who don't may well have difficulty with more challenging maths later in school. We aspire that all of our children are confident in their maths</p>	<p>4</p>

	<p>skills to apply them in both future learning and life.</p> <p>The latest national data shows that just over half (54%) of pupils who are eligible for free school meals achieved the expected standard in maths by the end of primary school, compared to almost three-quarters (73%) of all other pupils</p> <p>EEF – Help teachers boost maths</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £34,247.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils identified through Little Wandle assessments.	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
Focus on high quality maths teaching.	High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. High quality teaching	4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group and individual Thrive</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	1 & 2

	<p>performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	
<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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2 & 5
<p>Attendance at after school sports clubs</p>	<p>Opportunity to increase physical activity and social skills which are good for mental health and wellbeing.</p> <p>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</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>School uniform EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Contingency fund for acute issues</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>	6
<p>Careers education</p>	<p>We know from a wide range of research, including EEF and the Careers Enterprise that Career-related learning helps primary pupils to learn about the world around them, broaden their aspirations and challenge stereotypes. Quality career-related learning in primary school: Provides exposure to ideas that pupils may not get elsewhere. We aspire to give all of our children a diverse careers education.</p> <p>Careers education – Impact</p>	7

<p>Cultural Capital opportunities</p>	<p>All students will have 11 challenges to meet over their time at Scargill (11 by 11). Within this will be a range of opportunities embedded within our curriculum to enhance pupils experiences in a range of ways allowing our children to have the skills and knowledge which each individual can draw on to give them an advantage in social life. In addition to having, the skills, knowledge and values which can be used to get ahead in education and life more generally.</p> <p>Findings from EEF - Teacher Toolkit – art participation and aspiration interventions, reveals a moderate impact for low cost EEF - Arts Participation Building cultural capital in disadvantage pupils</p>	
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Total budgeted cost: £77,690.05

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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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.
Talk for Writing	Pie Corbett
My maths	Oxford University Press
Powermaths	Pearson
TTRockstars	Maths Circle
Grammarsaurus	Grammarsaurus

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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