



# Scarcliffe Primary School

## Pupil Premium Strategy Statement

### 2022-23

#### School overview

Metric	Data
School name	Scarcliffe Primary School
Pupils in school	93
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	PP funding: £18,005 School led tutoring: £1944 Recovery Premium: £2000 <b>TOTAL ALLOCATION: £21,949</b> (Additional LAC funding: £5,515 – see PEPs)
Academic year or years covered by statement	2022 – 23
Publish date	01 September 2022
Review date	15 February 2023
Statement authorised by	Ian Marsh
Pupil premium lead	Ian Marsh
Governor lead	Michelle Reid

#### Disadvantaged pupil progress scores for last academic year (based on 3 pupils)

Measure	Score
Reading	TBC
Writing	TBC
Maths	TBC

#### Disadvantaged pupil performance overview for last academic year (based on 3 pupils)

Measure	Reading	Writing	Maths	RWM combined
Meeting expected standard at KS2	66%	66%	66%	66%
Achieving high standard at KS2	33%	0%	33%	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure we have the relevant resources and training (for all staff) in order to effectively deliver the new phonics scheme of work (Little Wandle)
Priority 2	Ensure that Accelerated Reader is used effectively across school so progress in reading is rapid and that children can access appropriate texts.
Barriers to learning these priorities address	Ensuring that staff have the knowledge and resources to support the effective teaching of phonics and reading across school.
Projected spending	Accelerated Reader Licence: £1109 Little Wandle resources: 4 x £475 (set) + 1 x £175 (ebook) = £2750 Little Wandle Training: £740 (15 staff x 1.5 hours) Little Wandle leader release time: £600 (1/2 day per term) <b>TOTAL SPEND ON STRATEGY AIMS: £5200</b>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Exceed the school's average progress scores in KS2 Reading from 2021/22 (+1.6)	July 2023
Progress in Writing	Exceed the school's average progress scores in KS2 Writing from 2021/22 (+0.6)	July 2023
Progress in Mathematics	Exceed the school's average progress scores in KS2 Maths from 2021/22 (+2.5)	July 2023
Phonics	Exceed the national average expected standard in PSC.	July 2023
Other - attendance	Improve attendance for disadvantaged pupils so it is in line with all pupils in school figure from 2021/22 (96.6%).	July 2023

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide effective school-led tutoring so children can catch-up rapidly by making accelerated progress in literacy – including phonics. (see Intervention / Tutoring Summary Grid 2022/23)
Priority 2	Provide effective school-led tutoring so children can catch-up rapidly by making accelerated progress in Maths. (see Intervention / Tutoring Summary Grid 2022/23)
Barriers to learning these priorities address	Gaps in learning can be closed so children can make effective links to new learning. Sessions provide an opportunity to revisit and recap key concepts and knowledge to ensure a firm foundation is there to be built upon.
Projected spending	<b>£9300</b> (see Intervention / Tutoring Summary Grid 2022/23)

## Wider strategies for current academic year

Measure	Activity
Priority 1	Provide pastoral support and ensure children are 'ready to learn': - Positive Play - 1:1 pastoral support from Karen Hallam (P4YP)
Priority 2	Subsidise wider opportunity activities – such as residential visits, Forest Schools and trips in order to ensure disadvantaged children attend and broaden their experiences.
Barriers to learning these priorities address	Basic pastoral needs are met so children can focus on learning in the classroom. Parents are supported as required. Wider opportunities broaden experiences and build self-esteem. Positive impact on attendance.
Projected spending	Priority 1 – P4YP = £3121 per annum. Positive Play: <b>£1755</b> (see Intervention/Tutoring Summary). Subsidising wider opportunities (including residential visits and trips) = £1000 Forest Schools (staffing): £1575 <b>TOTAL SPEND ON WIDER STRATEGIES = £7500</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Strategy Aims	Staff need to familiarise themselves with the new Phonics scheme and resources to ensure a smooth transition to it.	Provide suitable training and time to manage resources. Staff invited to attend Little Wandle network meetings.
Teaching	Ensuring that learning behaviours are positive so children have the confidence in themselves (and the determination) to do their best.	Clear messages by teachers during the establishment phase. Regular reference to metacognition and high expectations by all staff.
Targeted support	Poor attendance by for targeted children could result in catch-up sessions missed as well as the emergence of new gaps in learning. Timetable difficulties in freeing children up for targeted academic support.	Work with parents and carers to ensure attendance rates are high for children on the VPT. Liaise with staff to ensure timetabling of interventions and support is manageable.
Wider strategies	Managing caseloads and new emerging needs so that all children get the appropriate support.	Regular dialogue with professionals to ensure caseloads are manageable and that children and families are getting the support they need. Make use of other agencies – such as the Changing Lives Team.

## Mid-Point Review: This year's aims and outcomes to date

	Aim	Mid-point review (February 2023)
Strategy Aims	Ensure we have the relevant resources and training (for all staff) in order to effectively deliver the new phonics scheme of work (Little Wandle)	Fully in place. All staff have received a day of INSET training.
	Ensure that Accelerated Reader is used effectively across school so progress in reading is rapid and that children can access appropriate texts.	AR used in Class 2, 3 and 4. Assessments regularly completed and reading targets celebrated in assembly.
Academic Support	Provide effective school-led tutoring so children can catch-up rapidly by making accelerated progress in literacy – including phonics. (see Intervention / Tutoring Summary Grid 2022/23)	All planned interventions are up and running. Monitoring and evaluation of the interventions shows positive impact.
	Provide effective school-led tutoring so children can catch-up rapidly by making accelerated progress in Maths. (see Intervention / Tutoring Summary Grid 2022/23)	First class at Number 1 and 2 up and running. Maths lead has planned to complete Year 5 booster sessions for the second half of the year.
Wider Strategies	Provide pastoral support and ensure children are 'ready to learn': - Positive Play - 1:1 pastoral support from Karen Hallam (P4YP)	Positive Play and P4YP are both currently working at capacity. Impact remains positive.
	Subsidise wider opportunity activities – such as residential visits, Forest Schools and trips in order to ensure disadvantaged children attend and broaden their experiences.	Residential visits have received 1/3 subsidy of the total cost. Other activities in school – such as the Wonderdome – have been part funded. High levels of engagement

## Review: Last year's aims and outcomes

	<b>Aim</b>	<b>Outcome</b>
<b>Strategy Aims</b>	Ensure that all class-based staff are aware of the targets and next steps for all disadvantaged pupils and that they are receiving quality first support, including: Discussions around meta-cognition. Enhanced 1:1 verbal feedback on learning.	PP summary sheet shared with all TAs and teachers. VPT updated and priorities shared.
	Ensure staff are suitably trained to run school-led tutoring and recovery programmes.	JH, LW, LT and IM all trained as school-based tutors.
<b>Progress</b>	Progress in Reading and Writing	Above national average (+1.6 and +0.6).
	Progress in Mathematics	Above national average (+2.5)
	Phonics	92% achieved the standard compared to 76% nationally.
	Other (attendance)	Attendance improved this year for disadvantaged pupils. The average for PP children was 96.3% compared to the school average of 96.6%.
<b>Targeted Support</b>	Establish Accelerated Reader across school to ensure that reading books are closely aligned to pupil ability and to ensure pupils have access to texts outside of school.	In place across Year 3 – 6. Information shared with families.
	Ensure that all disadvantaged pupils in need of recovery support receive access to high quality intervention / tutoring – focus on core subjects, including additional phonics support as well as reading and arithmetic.	Catch up plan in place and running. Intervention analysis completed and show effectiveness of interventions.
<b>Wider Strategies</b>	Provide pastoral support and ensure children are 'ready to learn': - Positive Play - 1:1 pastoral support from Karen Hallam (P4YP) - Academic Mentor	Academic mentor route explored but not pursued. Positive Play and P4YP support in place. Increased use of Changing Lives team too.
	Subsidise wider opportunity activities – such as residential visits and trips in order to ensure disadvantaged children attend and broaden their experiences.	In place and 100% take-up for trips offered.