



Scarcliffe Primary

Pupil premium strategy statement

2023-26

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	89
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2026/27
Date this statement was published	October 2023
Date of most recent review	February 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Hannah Brocklesby
Pupil premium lead	Hannah Brocklesby
Governor / Trustee lead	Chris Mellard-Sibley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,196 (£1480 per eligible pupil)
Recovery premium funding allocation this academic year	N/A for 2024/25
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£19,196

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of background or the challenges they face, have their needs fully met so they can make the best possible progress and achieve in their lives. We intend to offer the very best curriculum and teaching and learning experiences for all children at Scarcliffe so they are fully prepared for both the next stage of their education and to become well rounded citizens. The focus of our pupil premium strategy is to ensure all children achieve these aims.

The school's focus is on all children receiving quality first teaching across the curriculum, supplemented by tailored pastoral and academic interventions. We adopt a mastery style approach across all areas of the curriculum and support children to keep up – rather than having to catch up. We have designed our curriculum to be 'front loaded' so all pupils gain the necessary cultural capital (background knowledge) to enable them to produce high quality work. This approach is particularly beneficial to our disadvantaged pupils.

We firmly believe that learning to read (and developing a love of reading) is key to succeeding at school and beyond. The school pupil premium strategy reflects this by making phonics and reading a key focus. We support all children to meet the expected standard in phonics and have targeted interventions for any children who need support in reading.

At Scarcliffe, we have high expectations for all children although we understand that all children are individuals and that some of our vulnerable children face challenges. We support children and their families to overcome these challenges in order to help them succeed. We use our pupil premium funding to ensure appropriate, high-quality pastoral support is in place for any pupil who needs it. We aim to provide all children with a range of enrichment (co-curricular) activities to support their learning and development – our pupil premium strategy ensures that these activities are accessible to all. We also have a focus on developing independence and relationship skills for our most disadvantaged pupils and encourage children to take on leadership roles in school.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will ensure:

- No limits are put on what is expected of disadvantaged children and their potential
- All staff take responsibility for the outcomes of all children including the disadvantaged
- Support and interventions are carefully tailored to meet specific needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, data analysis and discussions with staff in EYFS highlight the fact that a number of children are entering school with underdeveloped language and early literacy skills. The information gathered, suggests that often, this is more prevalent in our disadvantaged children.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal end of year data shows that our disadvantaged pupils are less likely to be at the expected standard in reading, writing and maths combined than other children in school. At the end of 2022-23, 6 out of 14 children (42%) were not at the expected standard in all three areas. This is compared to 75% of all pupils. In 2023/24, 8 out of 15 were on track in all three core areas.
4	Attendance data shows that although attendance of our disadvantaged pupils is higher than all pupils nationally, it is around 1% below our school average for all pupils. (94.9% compared to the school average of 96.2% in the 2023/24 academic year).
5	Some of our disadvantaged children face (or have previously faced) challenges outside of school which leads to them requiring pastoral support so they are ready to learn.
6	Discussions with parents and carers reveal that a number of families are struggling financially and as a result, children are at risk of missing out on enrichment and co-curricular activities.

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
Sustain the high levels of children meeting the expected standard in phonics.	All children meet the expected standard at the end of Year 1. In the event that some children do not meet the standard, effective intervention and support is in place to ensure they catch up and pass in Year 2.
Sustain the proportion of children in EYFS meeting the expected standard in the	Baseline assessment accurately identifies children in need of support. Targeted teaching, support and intervention result in

prime areas of the curriculum by the end of FS2.	all children meeting the ELG in all prime areas.
To increase the proportion of disadvantaged children meeting the expected standard in reading, writing and maths combined.	There is no gap between the proportion of disadvantaged pupils meeting the expected standard in reading, writing and maths combined across school when compared to the average for all pupils. Teachers can clearly explain strategies used to ensure children keep up.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	The school vulnerable pupil tracker clearly identifies vulnerabilities and support offered. Bespoke pastoral support reduces challenges and removes barriers to learning.
Improved attendance for our disadvantaged pupils.	Attendance for disadvantaged pupils is both higher than the national average for disadvantaged and the whole school average for all pupils. Support and challenge is given to children at risk of developing attendance issues.
All children have the opportunity to access enrichment / co-curricular activities – including residential visits, trips and after school clubs.	Targeted children attend after school clubs, residential visits and school trips. Some clubs and activities are specifically offered to meet the needs of disadvantaged pupils.

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff member to complete the NPQLL in order to further improve standards of teaching and learning across school (and within our trust).	As explained in the EEF's Effective Professional Development document, effective CPD builds knowledge, motivates teachers and helps them develop techniques. By engaging in the NPQ programmes, we know they are well designed and led by experts.	3
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each	3

NfER tests materials used across Year 1 – Year 5 to ensure accuracy in assessment data. Follow up with pupil progress meetings to identify next steps and actions.	pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Provide appropriate resources for teachers to be able to deliver a mastery style approach through quality-first teaching. Resources include: - White Rose Maths - Accelerated Reader (+3) - Classroom Secrets	As mentioned in the EEF Menu of approaches document ‘evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment. These resources support consistent, high quality provision for all.	3
Continue to fund the licence and resources needed to offer the DfE validated systematic synthetic phonics programme – Little Wandle.	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 Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide effective targeted intervention so children can catch-up rapidly by making accelerated progress in Maths. (see Intervention / Tutoring Summary Grid 2024/25) - First class at number (+2) - Small group focus maths work.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF Teaching and Learning Toolkit: Teaching Assistant Interventions (+4)	1, 2, 3

- Targeted maths support for children in EYFS		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to apply the school policy for attendance to ensure high levels of attendance are maintained. Work with our trust's attendance team to target children at risk of developing attendance issues.	DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Provide pastoral support and ensure children are 'ready to learn': - Positive Play - 1:1 pastoral support from pastoral worker (P4YP)	As stated in the EEF's Menu of Approaches , Social and emotional skills support effective learning and are linked to positive outcomes later in life. As suggested, we carefully monitor the impact of interventions, using both quantitative data (through Boxhall Profiling) and by considering qualitative data – such as staff and pupil voice.	5
Subsidise wider opportunity activities – such as residential visits, breakfast clubs and trips in order to ensure disadvantaged children attend and broaden their experiences. Also fund after school gym and dance clubs for targeted children.	As stated in the EEF's Menu of Approaches , extra-curricular activities are an important part of education in their own right. We have also targeted dance and gym interventions based on findings from the EEF's Arts Participation (+3) research.	6

Total budgeted cost: £19,196

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year, our pupil premium strategy set out a number of aims. One aim was to continue to use funding to purchase our DfE approved systematic, synthetic phonics programme (Little Wandle) and the associated resources. Embedding this approach has continued to improve standards of teaching and learning in phonics and early reading so that 91% of our Year 1 met the expected standard in the phonics screening check (one pupil missed the required mark by one mark).

We also used funding to buy accelerated reader so books could continue to be better matched to the ability of children and so diagnostic assessments could help us to plan effective support and intervention at individuals. Now, AR used in Class 2, 3 and 4 and engagement has contoured to increase as the profile of AR has been developed. Assessments are regularly completed and reading targets celebrated in assembly. In reading at KS2, 93% achieved ARE with 50% achieving GDS for the second year in a row.

Interventions were regularly offered and evaluated – see intervention monitoring forms. This helped to ensure learning was maximised for children so they were able to keep up with the age-expected curriculum.

Funding ensured that Positive Play and P4YP sessions could continue to be offered. Boxhall profile scores show good progress in relation to starting points. Children continue to enjoy the sessions. Sessions also provide a valuable opportunity to gather pupil vice and speak to children 1:1 to help support their emotional literacy. Behaviour of these pupils remains exceptional in classes and around school.

At the end of Key Stage 2, all three children in receipt of pupil premium funding met the expected standard in reading, writing and maths combined.

Attendance data for the last academic year for our vulnerable children was positive. The attendance for disadvantaged pupils was 94.9% - this was above the national average for all pupils, but was approximately 1% below the school average for all pupils. One disadvantaged pupil was classed a persistent absentee with an rate of 88.1% following a number of absences – see attendance report.

Overall, we are pleased with the impact of pupil premium spending for 2023/24. Highlights are the fact that all three Year 6 children left school ready for the Key Stage 3.

Externally provided programmes

Programme	Provider