

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

Overview of PP/Service children: 15PP, 2SPP, 3PLAC, 1LAC

School overview

Detail	Data
School name	North Scarle Primary School
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	31 December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	K Durant Good
Pupil premium lead	Katie Durant Good
Governor / Trustee lead	James Money

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850
Recovery premium funding allocation this academic year	£1,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£943 *£1,000
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>	£16,793

Part A: Pupil premium strategy plan

Statement of intent

At North Scarle Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may impact on their learning. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context: North Scarle Primary School educates children from 3 to 11 years of age. We currently have 60 children (Rec – Y6) and 4 nursery pupils on roll. Our pupils derive from the local village and surrounding areas.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class, pupil premium plan specific intervention and support for individual pupils, which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.
2	Pupils' vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend, read fluently and apply enriched language in writing.
3	Pupils have gaps in reading, writing and maths.
4	Pupils unable to self-regulate and manage emotions in an age appropriate way
5	Erratic attendance affects achievement

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
Reduce the gap between non PP and PP pupils achieving age related expectations in Reading, Writing and Maths at the end of KS2.	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving age related expectations
Implementation of the RWI Phonics programme shows an increase in pupils passing the Phonics Screening Test in Y1	*Please note data of small cohorts is not a reliable measure for proof of progress
Pupils' achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.	Pupil voice shows a greater understanding of the world around them.
Reduce the attendance gap between non-PP and PP pupils.	Ensure attendance of disadvantaged pupils is at least 96%
Pupils are able to self-regulate and manage emotions in an appropriate way.	Pupils are safe and are confident in themselves and can manage their emotions effectively.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to fully implement the accurate grouping of pupils for the RWI phonics and Get Writing Programmes	Pupils make accelerated progress and gaps are filled	1,2,3
Delivery of smaller maths groups	Pupils make accelerated progress and gaps are filled	3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs delivering targeted interventions	Improved outcomes for learners	3,1,2,5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to provide resources for learning/uniform	All pupils have the necessary equipment and full school uniform	3
School to provide additional support to families to ensure pupils are eating a healthy and well-balanced diet	Improved focus, health and wellbeing	5
Pastoral support	Improved behaviour for learning, leading to higher levels of achievement and progress	4
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	2,4,5
Regular monitoring of attendance	Improvement in attendance	5
Wraparound care	Providing additional opportunities for clubs and social activity and improving attendance	5

Total budgeted cost: £14,000

Part B: Review of the previous academic year

Pupil premium strategy outcomes

Governors receive comparative data on the progress of non-pupil premium and pupil premium pupils three times a year. As most year groups have only one pupil entitled to Pupil Premium, we have intentionally omitted this data from this report, as children are too easily identifiable. It would be misleading to judge the impact of the use of Pupil Premium purely in terms of national testing data. When the progress of individual children is examined however, the effect of the funding on the development of the 'whole child' can be seen in context.

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
RWI	Ruth Miskin
TTRockstars	Maths Circle Ltd