

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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: 12PP, 2SPP, 4PLAC, 1LAC

School overview

Detail	Data
School name	North Scarle Primary School
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	31 December 2023
Date on which it will be reviewed	April 2024
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	£17,460
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years	£2,861 *£1,000
Total budget for this academic year	£23,321
<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>	

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 50 children (Rec – Y6) and 3 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	Lower attainment on entry to the early years foundation stage, in particular with communication and language skills
2	Previous restrictions continued to provide limited cultural capital opportunities, such as educational visits, visitors into school and extra-curricular activities affecting transferable knowledge gaps from varying experiences
3	Pupils have gaps in reading, writing and maths.
4	Observations and reviews show an increase in social and emotional issues for many pupils, but including those disadvantaged affecting their readiness to learn
5	Issues with attendance and punctuality

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 achieve and sustain improved verbal language skills and vocabulary	Disadvantaged pupils will have made good progress from their on entry data Phonics scores will continue to improve Language and vocabulary use will be evident in writing choices
To achieve and sustain positive wellbeing for pupils, improving their readiness to learn and school attendance	Emotional health and wellbeing as shown through pupil voice Social wellbeing as shown in the qualitative data from incident reporting Ensuring that any incident is dealt with swiftly and effectively, in a restorative manner
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Whole school attendance 96%+ No difference between the attendance rates of disadvantaged and their non-disadvantaged peers Reduce persistent absenteeism
Further cultural capital opportunities for all pupils, but particularly our disadvantaged will be fully attended	Extra-curricular activities are further established back into the school's enriched curriculum and wider curriculum opportunities
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

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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain 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	1,3

Maintain the delivery of smaller maths groups	Pupils make accelerated progress and gaps are filled	3
Staff CPD	High quality staff CPD is essential to follow the EEF principles. This is followed up during staff meetings and INSET. We are working with LEAD Teaching Hub and LEARN SEN hub.	1,3,4

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	1,3
Catch up programmes for pupils with absence concerns	Pupils make accelerated progress and gaps are filled	3,5

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

Budgeted cost: £8000

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	2,4
School to provide additional support to families to ensure pupils are eating a healthy and well-balanced diet	Improved focus, health and wellbeing	4
Pastoral support/Nurture groups	Improved behaviour for learning, leading to higher levels of achievement and progress. Lower SEMHs related activity	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
Regular monitoring of attendance	Improvement in attendance	5
Wraparound care	Providing additional opportunities for clubs and social activity and improving attendance	2,4,5

Total budgeted cost: £19, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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
TTRockstars	Maths Circle Ltd