

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 over the last academic year.

### School overview

Detail	Data
School Name	North Scarle Primary School
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	28% (14 pupils) inc: 9 FSM and 5 PLAC
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Katie Durant Good Headteacher
Pupil premium lead	Katie Durant Good Headteacher
Governor Lead	James Money Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,025 – FSM, LAC, PLAC, S, EY
Recovery premium funding allocation this academic year. Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£876
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,232 – FSM £2,293 - LAC £3,032 – PLAC £1, 045 – Service £30 - EY
<b>Total budget for this academic year</b>	<b>£38 533</b>

### Part A: Pupil premium strategy plan

#### Statement of Intent

As an **inclusive** primary school, we work towards unlocking the potential of ALL our children, regardless of their starting points and perceived limits, so they can be happy and become the most **successful** version of themselves.

We aim to achieve this by providing a safe, nurturing and **inspiring** learning environment that supports our children both physically and emotionally.

Our successes are built on shared values and high expectations, provided by an aspirational and **enriched** curriculum and a supportive community.

*“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.” (Herman Cain)*

*Linked intrinsically with our vision are our school values of:*

*Happiness                      Learn                      Succeed*

*When making decisions about using the Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers may be: less engagement from home, poorer attendance than others, weaker language skills.*

***Our ultimate objectives for children in receipt of pupil premium are:***

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils*
- For all disadvantaged pupils to make or exceed nationally expected rates of progress and achieve age related expectations at the end of Year 6.*
- To support children's mental health, physical health and well-being to enable them to be ready to learn at an appropriate level.*

***We aim to do this through:***

- Referring to recommendations from the Education Endowment Foundation.*
- Ensuring that teaching for ALL pupils is of high quality.*
- Ensure that teaching and learning opportunities meet the needs of all pupils.*
- Ensure that appropriate provision is made for pupils in receipt of pupil premium.*
- Acknowledge that not all pupils who are socially disadvantaged are registered as free school meals so support will be given if need is identified. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
- Also recognise that not all pupils who are in receipt of free school meals are socially disadvantaged.*
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium intervention at one time.*

***Achieving these objectives:***

*The school ensures that a range of provision is utilised and may include but not inclusive of:*

- Ensuring quality first teaching for all children*
- Ensuring additional Teaching Assistant support is in place for identified year groups*
- Work on weaker language and communication skills through Wellcom identification, reading support, support with speech*
- Providing early identification of need through SENDCO support*
- Providing small groups and 1:1, 1:2 and 1:3 small group intervention and tutoring when required.*
- All children in receipt of pupil premium to make accelerated progress and aim to meet age related expectations.*
- Ensuring access to mental health and well-being support*
- Ensuring any barriers to attendance are removed through Early Help support*
- Support for educational visits and extra-curricular activities so that children have first-hand experiences that can be used for classroom learning too. E.g., Experience days, theatre visits, sports events etc.*

## Challenges

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

Challenge number	Details of challenge
1	Of our pupil premium pupils 64% are either on the SEND register or being monitored meaning all are in receipt of additional interventions to reduce gaps in academic attainment. 54% of pupils are receiving additional phonics monitoring and/or intervention, whilst 64% are below the expected level for their age in Reading.
2	The link between lower reading outcomes is impacting on the writing outcomes. Writing in KS2 in July 2024 was in line or above national average. There is now a drive to ensure Reading/ Writing Greater depth outcomes are in line with National averages in 2025. Within our pupil premium pupils, 71% are currently working below the expected level for their age in writing.
3	Limited opportunities for experiences outside of school and the immediate local area mean some of our pupils are at a cultural capital disadvantage and are not able to draw on experiences to support their learning. Opportunities to are also limited in regard to educational visits, visitors and extra-curricular activities.
4	Mental well-being of children who are ready to learn. Observations and reviews show that children are less resilient to change and challenge and, in some cases, are having difficulty with self-worth, self-esteem and family networks. The number of children who receive wellbeing support varies over time but over the last year 57% of pupil premium pupils have accessed nurture and wellbeing-based support. This is monitored on a half termly basis.
5	Issues with attendance and punctuality – monitoring shows that 43% of pupil premium pupils have attendance that is or is at risk of persistent absence.

## 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
100% of children passing the Phonics Check.	June 2025 Phonics Check results
Greater depth outcomes in writing in line with or above national average	Data July 2025
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points in reading and writing.	Increase the progress for key groups of pupils in receipt of pupil premium in reading and writing.
To ensure that children in receipt of pupil premium have their wellbeing needs met which enables them to learn more effectively.	Children’s well-being needs are met and supported to ensure they are attending school regularly and able to access high quality teaching and targeted intervention where needed. This support will help them to progress. This includes support with mental health and wellbeing. Children feel able to speak about their mental health.  Children to attend school every day and on time.
Pupils are exposed to a wide range of knowledge as well as cultural experiences through the school’s broad curriculum.	Disadvantaged pupils will attend events and be exposed to activities/ experiences that they would not normally be exposed to. Children engaged in extracurricular activities e.g., theatre visits, music etc. Children engaged in school life including 6 Educational and Residential visits.

## 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: £19,254

£6000 (TAs) £11500 (TAs) £876 (training) £878 (bought in services)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small class sizes supported by Teaching Assistants that are able to work with individuals/small groups within a lesson	See EEF Toolkit: High Quality Teaching High-quality teaching   EEF (educationendowmentfoundation.org.uk) 'The best available evidence indicates that great teaching is the most important Driver 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.'	1, 2
Ongoing CPD for teaching staff and support staff to ensure high quality first teaching.	See EEF Toolkit: High Quality Teaching High-quality teaching   EEF (educationendowmentfoundation.org.uk) 'The best available evidence indicates that great teaching is the most important Driver 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.'	1, 2, 4
Middle leader subject release time for own and wider staff CPD, curriculum design and implementation.	See EEF Toolkit: High Quality Teaching High-quality teaching   EEF (educationendowmentfoundation.org.uk) 'The best available evidence indicates that great teaching is the most important Driver 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.'	1, 2, 3

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

Budgeted cost: £4,995

£995 (phonics) £4000 (TAs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI resources and training to ensure fidelity across the school and additional sessions targeted at	EYFS and KS1 as well as small groups in KS2. Phonics   EEF (educationendowmentfoundation.org.uk)	1, 2

disadvantaged pupils who require further phonics support		
Targeted intervention support delivered by TAs to individuals needing additional input, identified through monitoring. (Academic, mental health and well being)	See EEF Toolkit: High Quality Teaching High-quality teaching   EEF (educationendowmentfoundation.org.uk) 'The best available evidence indicates that great teaching is the most important Driver 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.'	1, 2, 4, 5

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

Budgeted cost: £11,025

£6500 (food) £400 (milk) £1045 (IT) £1285 + £480 + 75 (Books and Eqpt) £1000 (visits) £240 (uniform)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance advice and support across the school ensuring attendance is closely monitored, acted upon swiftly and parents are engaged.	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1706852008">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1706852008</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision</a>	5, 4
School to provide resources for learning/uniform	Pupils and families respond better to an environment that supports them (in what may appear) beyond their academic needs.	5, 4
School to provide additional support to families to ensure pupils are eating a healthy and well-balanced diet	Supporting families to access childcare, uniform, food and enriched opportunities, ensure the best start for a child. It support their mental and physical health, their wellbeing and reduces the stresses and pressures families may feel, meaning other areas of family life can be improved upon.	5, 4, 3
Wider curriculum opportunities - pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314</a>	5, 4, 3
Wraparound care - providing additional opportunities for clubs and social activity and improving attendance		5, 4, 3

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Children In Y6: 2024 SATS outcomes 3 PP children, 3/3 MET in reading and writing, 2/3 maths

Progress scores in Y6 FSM 2024: +4.9 reading, +6.8 writing and +4.4 in maths.

Children In Y2: 2024 SATS outcomes 4 PP children (2 signif SEN). 2/4 MET in reading, 1/4 in writing and 2/4 in maths

Phonics: 3 PP children. 3/3 MET phonics screening check.

Attendance: Sept to Dec 2024

Whole school: 95.6%

FSM School 90.9% (10 pupils)

National FSM 92.6%