

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	49
Proportion (%) of pupil premium eligible pupils	29% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Katie Durant-Good Headteacher
Pupil premium lead	Katie Durant-Good Headteacher
Governor Lead	James Money Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3343 – FSM £2,460 - LAC £1822.40 – PLAC £1,725 – Service £19.64 - EY
Total budget for this academic year	£33975.13

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	33% of our pupil premium pupils are on the SEND register meaning all are in receipt of additional interventions to reduce gaps in academic attainment. 14% of pupils are receiving additional phonics teaching and/or intervention and are below the expected level for their age in Reading.
2	Some pupils eligible for Pupil Premium may have had fewer opportunities for early language, reading, and writing experiences before starting school. These barriers can contribute to a widening attainment gap in writing compared with their peers if transcription skills are not addressed early. There is now a focus to ensure writing outcomes improve through the development of a consistent approach to transcription skills.
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	Observations and school reviews show that some pupils, particularly those eligible for Pupil Premium, need additional support with mental wellbeing and readiness to learn. Some pupils show lower resilience when facing challenge or change and may struggle with self-esteem and confidence. In some cases, wider family circumstances can also impact pupils' emotional wellbeing. These factors can affect pupils' engagement, perseverance and ability to focus on learning.

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
Improved reading and writing outcomes, pupil premium children make good progress from their starting points.	Data July 2026
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.
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, 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: £13525.50

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: £8516

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 disadvantaged pupils who require further phonics support	EYFS and KS1 as well as small groups in KS2. Phonics EEF (educationendowmentfoundation.org.uk)	1
Targeted intervention support delivered by TAs to individuals needing additional input, identified through monitoring. (Academic, mental health and wellbeing)	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.' Deliver targeted interventions to supplement universal provision EEF	1, 2, 4

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

Budgeted cost: £11662

£4363 (food) £250 (milk) £4185 (IT) £1214 (Equipment) £900 (visits) £200 (uniform) £550 (Healthy Minds/Mini First Aid Workshops)

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.	EEF Parental Engagement Guidance Report.pdf	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. Supporting families to access childcare, uniform, food and enriched opportunities, ensure the best start for a child. It supports 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. Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation	3,4

Provide targeted wellbeing support for pupils through internal school interventions and external programmes (e.g. My Hidden Chimp, Healthy Minds Workshops, BOSS), to improve emotional resilience, self-esteem, and readiness to learn	Social and emotional learning EEF	4
Provide additional iPads to strengthen curriculum delivery and enhance pupil engagement, feedback, and independent learning, particularly supporting Pupil Premium pupils to close the digital and learning gap	Evidence suggests that the purposeful use of digital technology can support learning by improving access to feedback, increasing opportunities for practice and supporting personalised learning. Research has also shown that tablet-based learning can improve pupil engagement and support literacy and cognitive development when used effectively alongside high-quality teaching.	1, 2, 3
Wider curriculum opportunities - pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Arts participation EEF	3, 4
Wraparound care - providing additional opportunities for clubs and social activity and improving attendance	Research from the Nuffield Foundation shows that participation in after-school clubs and organised activities is associated with improved academic attainment, particularly for disadvantaged pupils. Pupils who attended after-school clubs achieved higher Key Stage 2 outcomes and demonstrated stronger social and emotional skills. Wraparound provision can also improve attendance, punctuality and readiness to learn by providing structured routines and additional opportunities for social engagement.	3,4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children In Y6: 2025 SATS outcomes small cohort of 5 pupils with 1 disadvantaged pupil. This pupil achieved the expected standard in Reading, Writing and Mathematics.

Phonics: Year 1 – small cohort of 7 pupils, 3 disadvantaged pupils, 1/3 met the phonics expected standard.

Attendance: 2024/5

Whole school: 95.8%

FSM School 92.6% (10 pupils)

National FSM 92.4%