

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	North Scarle Primary School
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021
Date this statement was published	13 December 2021
Date on which it will be reviewed	
Statement authorised by	K Appleby
Pupil premium lead	Karen Appleby
Governor / Trustee lead	James Money

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,415
Recovery premium funding allocation this academic year	£1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,555

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 54 children (Rec – Y6) and 7 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.

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 achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge.
5	Erratic attendance affects achievement
6	Pupils unable to self-regulate and manage emotions in an age appropriate way.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics training for ALL staff	Improved outcomes for learners	1
Additional Y6 booster lessons	Pupils make accelerated progress, gaps are filled	3, 4
Quality First Teaching (focus on Tier 2 & 3 words)	Enriched vocabulary	2, 3, 4
CPD for staff on Welcom	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils.	1
Music and PE coaches	Improved involvement and enjoyment of lessons.	2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessments completed by Specialist Teaching and Applied Psychology Team to ensure the appropriate research based interventions are run	SEN Code of Practice 2015 Assess-Plan-Do-Review	1, 3
TAs delivering targeted interventions	Improved outcomes for learners	1, 2, 3
National Tutoring Programme	Improved outcomes for learners	3

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	2, 3
School to provide resources for learning/uniform	All pupils have the necessary equipment	3
Regular monitoring of attendance	Improvement in attendance	5
Parent workshops	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home.	3
Wraparound Care	Improving attendance	5
Pastoral support	Improved behaviour for learning, leading to higher levels of achievement and progress	6

Total budgeted cost: £12,500

Part B: Review of outcomes in 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

Programme	Provider
RWI	Ruth Miskin
TTRockstars	Maths Circle Ltd