

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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	Scarcroft Primary School
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	10.16% (on current role)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	9th October 2023
Date on which it will be reviewed	31st December 2024
Statement authorised by	Paul Edwards
Pupil premium lead	Paul Edwards
Governor / Trustee lead	TBA

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,010
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,010

## Part A: Pupil premium strategy plan

### Statement of intent

- At Scarcroft School, we believe that all pupils should be encouraged to stretch their potential, and that disadvantage should not be seen as a disability. We aim to ensure that our pupils are not treated with equality, but with equitability.
- Our current Pupil Premium plans achieves this by providing additional resources which are primarily focused on filling in any gaps in early childhood development, or by removing barriers to success created by Social, Emotional and Mental Health (SEMH) needs. We feel that this is particularly important in the months and years following the Covid19 pandemic.
- The key principle of our plan is that some pupils are simply not ready to learn until they have had gaps in their early development addressed, or because they have additional needs relating to SEMH. We believe that if we are able to reduce the impact of these barriers, pupils will be then equipped to engage more fully in their learning opportunities, in a collaborative and productive way with peers. By removing some of the responsibility away from the class teacher, by providing a specialist resource (The Nest), the class teacher also has increased capacity to concentrate on those pupils in receipt of Pupil Premium who do not require a large-scale intervention to fulfil their potential.

### Challenges

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

Challenge number	Detail of challenge
1	Increasing number of pupils with Social, Emotional and mental Health Needs
2	Some of our pupils have missed key learning milestones in their development from birth to 3 years
3	Our Victorian school building is not ideal for pupils who may experience sensory overload. The classrooms are all off a main school hall, which presents challenges for a quiet learning environment. The high ceilings also present a challenge in terms of additional noise. This is why we have created The Nest.
4	Some pupils are presenting with barriers to learning for which staff are not trained for, or require an additional depth of understanding/training. This includes pupils with English as an Additional Language, and some special educational needs diagnoses.

5	The pandemic has delayed the progress of some of our pupils in receipt of Pupil Premium, who do not need a major intervention to get them back on track towards age related expectations
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## 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
Gaps in Early Childhood Development closed	Pupils participate more fully in learning, and alongside their peers
Pupils equipped with the skills and resources to overcome SEMH needs (Zones of Regulation training for example) – Initial focus on pupils in receipt of Pupil Premium, but extending to all pupils over time	Pupils participate more fully in learning, and alongside their peers
Increase in attainment for all pupils, but especially our Disadvantaged Pupils	The number of pupils achieving EXP+ and Greater Depth to improve for all pupils, with the greatest improvement observed in our Disadvantaged Pupils
Specialist provision available for pupils at Scarcroft School (The Nest), with staff receiving high quality and appropriate training – nurture training, and Emotional Literacy Support Assistant training.	The needs of a much broader range of pupils' needs will be able to be met

## 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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of The Nest as an enhanced provision for the pupils at Scarcroft School. This includes the upkeep of the resource, the purchase of resources, training costs and staffing costs	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. <a href="#">Social and emotional learning   EEF</a>	1, 2, 3
TLR points awarded to Key Leaders to develop Quality First Teaching for all staff through a program of weekly CPD	Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions. <a href="#">Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute</a>	1, 4

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Support for Disadvantaged Pupils	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	1, 4
Small Group work including Year 6 Catch-up, Phonics Intervention, and EAL group work		5

	<a href="#">Small group tuition   EEF</a>	
Continue to work on embedding the Little Wandle (Letters and Sounds) phonics scheme across the school.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics   EEF</a>	5

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Inclusion Officer	Attendance at school is a key component in ensuring pupil progress and attainment, as are high quality relationships between the school and family. An inclusion officer provides extra capacity to the Senior Leadership Team to facilitate these components.	1, 4

**Total budgeted cost: £ 97,000**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

## End of Year Data 2022-23

### EYFSP

CONTEXT	Scarcroft Primary School (2016)		Local Authority - York			NCER National		
Item	Value	Cov.	Value	Gap	Cov.	Value	Gap	Cov.
Cohort	47	-	1,729	n/a	-	576,110	n/a	-
Gender (Boys)	46.8%	100.0%	51.7%	-4.9%	100.0%	51.1%	-4.3%	100.0%
SEN Support	2.1%	97.9%	5.0%	-2.9%	97.3%	8.5%	-6.4%	94.4%
EHCP/Statement	0.0%	97.9%	2.4%	-2.4%	97.3%	2.3%	-2.3%	94.4%
Ethnicity (BME)	10.6%	97.9%	9.6%	+1.0%	97.3%	26.3%	-15.7%	94.4%
Language (EAL)	10.6%	97.9%	9.7%	+0.9%	97.9%	19.6%	-9.0%	94.4%
Disadvantaged	8.5%	100.0%	12.3%	-3.8%	99.9%	13.5%	-5.0%	90.1%

### ASSESSMENTS

Item	Scarcroft Primary School (2016)		Local Authority - York		NCER National	
Item	Value	Value	Gap	Value	Gap	
Good Level of Development ●	76.6%	69.7%	+6.9%	67.3%	+9.3%	
Average no. ELGs at expected	15.3	14.4	+0.9	14.1	+1.2	
All Goals, Exp+	76.6%	68.2%	+8.4%	65.7%	+10.9%	
Prime Goals, Exp+	78.7%	75.3%	+3.4%	75.0%	+3.7%	
Com. & Lang. Goals, Exp+ ●	87.2%	80.5%	+6.7%	79.8%	+7.4%	
PSE Goals, Exp+ ●	87.2%	83.9%	+3.3%	83.3%	+3.9%	
Phys. Dev. Goals, Exp+ ●	83.0%	84.6%	-1.6%	85.2%	-2.2%	
Specific Goals, Exp+	78.7%	69.6%	+9.1%	67.1%	+11.6%	
Literacy Goals, Exp+ ●	78.7%	71.9%	+6.8%	69.8%	+8.9%	
Maths Goals, Exp+ ●	85.1%	80.0%	+5.1%	77.2%	+7.9%	
Und. The World Goals, Exp+	89.4%	82.2%	+7.2%	80.3%	+9.1%	
Exp. Arts & Des. Goals, Exp+	95.7%	84.9%	+10.8%	85.0%	+10.7%	

# Key Stage 1

CONTEXT	Scarcroft Primary School (2016)		Local Authority - York			NCER National		
Item	Value	Cov.	Value	Gap	Cov.	Value	Gap	Cov.
Cohort	57	-	1,878	n/a	-	583,280	n/a	-
Gender (Boys)	57.9%	100.0%	51.5%	+6.4%	100.0%	51.1%	+6.8%	99.9%
SEN Support	12.3%	98.2%	10.8%	+1.5%	98.6%	12.8%	-0.5%	95.9%
EHCP/Statement	0.0%	98.2%	2.3%	-2.3%	98.6%	3.2%	-3.2%	95.9%
Ethnicity (BME)	19.3%	98.2%	9.2%	+10.1%	98.6%	26.9%	-7.6%	95.9%
Language (EAL)	10.5%	98.2%	10.0%	+0.5%	98.2%	20.9%	-10.4%	95.9%
Disadvantaged	3.5%	100.0%	16.7%	-13.2%	100.0%	21.6%	-18.1%	88.3%

## ASSESSMENTS

		Scarcroft Primary School (2016)		Local Authority - York			NCER National	
Subject	Level	Value		Value	Gap	Value	Gap	
Reading	≥EXS	71.9%		68.9%	+3.0%	68.5%	+3.4%	
	GDS	21.1%		21.8%	-0.7%	18.8%	+2.3%	
Writing	≥EXS	64.9%		61.1%	+3.8%	60.3%	+4.6%	
	GDS	12.3%		11.1%	+1.2%	8.3%	+4.0%	
Maths	≥EXS	71.9%		70.7%	+1.2%	70.6%	+1.3%	
	GDS	12.3%		19.3%	-7.0%	16.4%	-4.1%	

Subject	Cohort	A	EM	PK1	PK2	PK3	PK4	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
Reading	57	0.0%	0.0%	0.0%	1.8%	1.8%	3.5%	21.1%	50.9%	21.1%	28.1%	71.9%	21.1%
Disadvantaged	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%
Non Disadvantaged	55	0.0%	0.0%	0.0%	1.8%	1.8%	3.6%	20.0%	50.9%	21.8%	27.3%	72.7%	21.8%
Writing	57	0.0%	0.0%	1.8%	1.8%	0.0%	5.3%	26.3%	52.6%	12.3%	35.1%	64.9%	12.3%
Disadvantaged	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%
Non Disadvantaged	55	0.0%	0.0%	1.8%	1.8%	0.0%	5.5%	25.5%	52.7%	12.7%	34.5%	65.5%	12.7%
Maths	57	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	22.8%	59.6%	12.3%	28.1%	71.9%	12.3%
Disadvantaged	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%
Non Disadvantaged	55	0.0%	0.0%	0.0%	0.0%	0.0%	5.5%	23.6%	58.2%	12.7%	29.1%	70.9%	12.7%
Science	57	0.0%	-	-	-	-	-	19.3%	80.7%	-	19.3%	80.7%	-
Disadvantaged	2	0.0%	-	-	-	-	-	50.0%	50.0%	-	50.0%	50.0%	-
Non Disadvantaged	55	0.0%	-	-	-	-	-	18.2%	81.8%	-	18.2%	81.8%	-



## Key Stage 2

CONTEXT	Scarcroft Primary School (2016)		Local Authority - York			NCER National		
Item	Value	Cov.	Value	Gap	Cov.	Value	Gap	Cov.
Cohort	64	-	2,024	n/a	-	487,940	n/a	-
Gender (Boys)	48.4%	100.0%	51.0%	-2.6%	100.0%	51.1%	-2.7%	100.0%
SEN Support	15.6%	100.0%	14.2%	+1.4%	99.1%	15.3%	+0.3%	97.2%
EHCP/Statement	1.6%	100.0%	4.8%	-3.2%	99.1%	4.7%	-3.1%	97.2%
Ethnicity (BME)	15.6%	100.0%	9.3%	+6.3%	99.1%	27.1%	-11.5%	97.2%
Language (EAL)	17.2%	100.0%	10.2%	+7.0%	100.0%	21.7%	-4.5%	97.2%
Disadvantaged	12.5%	100.0%	19.0%	-6.5%	100.0%	28.2%	-15.7%	92.1%

## ATTAINMENT & ASSESSMENTS

		Scarcroft Primary School (2016)		Local Authority - York		NCER National	
Subject	Level	Value	Value	Gap	Value	Gap	
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	71.9%	59.9%	+12.0%	59.4%	+12.5%	
	GDS/High Score	7.8%	9.2%	-1.4%	8.0%	-0.2%	
Reading	≥Exp.Std.	79.7%	74.1%	+5.6%	72.6%	+7.1%	
	High Score	43.8%	33.3%	+10.5%	28.9%	+14.9%	
Writing (TA)	≥EXS	79.7%	70.0%	+9.7%	71.5%	+8.2%	
	GDS	7.8%	14.4%	-6.6%	13.4%	-5.6%	
Maths (test)	≥Exp.Std.	78.1%	75.1%	+3.0%	72.9%	+5.2%	
	High Score	32.8%	25.1%	+7.7%	23.9%	+8.9%	

## PROGRESS

		Scarcroft Primary School (2016)		Local Authority - York		NCER National	
Subject	Level	Value	Value	Gap	Value	Gap	
Reading	Avg. Prog. Score	2.25	0.26	+1.99	0.04	+2.21	
	Conf. Int.	±1.69 +0.56 to +3.94	±0.29 -0.03 to +0.55	n/a	±0.02 +0.02 to +0.06	n/a	
Writing	Avg. Prog. Score	0.15	-0.06	+0.21	0.04	+0.11	
	Conf. Int.	±1.64 -1.49 to +1.79	±0.28 -0.34 to +0.22	n/a	±0.02 +0.02 to +0.06	n/a	
Maths	Avg. Prog. Score	1.56	0.01	+1.55	0.04	+1.52	
	Conf. Int.	±1.60 -0.04 to +3.16	±0.27 -0.26 to +0.28	n/a	±0.02 +0.02 to +0.06	n/a	

Subject	Cohort	No SS							Scaled Score Distribution	Avg SS	Performance		
		No SS	N	80-89	90-99	100-109	110-114	115-120			<Exp	≥Exp	High
<b>Reading</b>	64	1.6%	1.6%	1.6%	15.6%	35.9%	18.8%	25.0%		107.8	20.3%	79.7%	43.8%
Disadvantaged	8	12.5%	0.0%	0.0%	25.0%	37.5%	25.0%	0.0%		103.3	37.5%	62.5%	25.0%
Non Disadvantaged	56	0.0%	1.8%	1.8%	14.3%	35.7%	17.9%	28.6%		108.4	17.9%	82.1%	46.4%
<b>GPS</b>	64	1.6%	0.0%	3.1%	20.3%	40.6%	20.3%	14.1%		106.0	25.0%	75.0%	34.4%
Disadvantaged	8	12.5%	0.0%	0.0%	25.0%	62.5%	0.0%	0.0%		99.7	37.5%	62.5%	0.0%
Non Disadvantaged	56	0.0%	0.0%	3.6%	19.6%	37.5%	23.2%	16.1%		106.8	23.2%	76.8%	39.3%
<b>Maths</b>	64	1.6%	0.0%	3.1%	17.2%	45.3%	20.3%	12.5%		106.1	21.9%	78.1%	32.8%
Disadvantaged	8	12.5%	0.0%	12.5%	25.0%	50.0%	0.0%	0.0%		99.6	50.0%	50.0%	0.0%
Non Disadvantaged	56	0.0%	0.0%	1.8%	16.1%	44.6%	23.2%	14.3%		106.9	17.9%	82.1%	37.5%
<b>Writing TA</b>	64	-	-	-	-	-	-	-		-	20.3%	79.7%	7.8%
Disadvantaged	8	-	-	-	-	-	-	-		-	37.5%	62.5%	0.0%
Non Disadvantaged	56	-	-	-	-	-	-	-		-	17.9%	82.1%	8.9%
<b>RWM</b>	64	-	-	-	-	-	-	-		-	14.1%	71.9%	7.8%
Disadvantaged	8	-	-	-	-	-	-	-		-	25.0%	37.5%	0.0%

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider