

Scarcroft Primary School

Pupil Premium Report

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Overview

| Detail | Data |
|--|--|
| Number of pupils in school | 368 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2024 – July 2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | J McGann, Executive Headteacher |
| Pupil premium lead | J Mitchell, Head of School |
| Governor / Trustee lead | S Hutchinson-Jones, Chair of the School Governing Body |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £63,640 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £63,640 |

Statement of Intent

At Scarcroft, we share a relentless drive to ensure that day-to-day provision allows all children to achieve their full potential. For our children in receipt of pupil premium funding, we have created carefully designed systems in order to stimulate engagement, broaden horizons, develop skills, improve performance, raise aspirations and maximise achievement in order to close the attainment gap between our disadvantaged students and their non-disadvantaged peers.

Our school strategy places our most vulnerable learners at the centre of what we do within school. We ensure that within pupil progress 'BRAG' meetings, these are the children who are discussed in most detail and who are tracked the closest. We then aim to offer a graduated response to pupil's needs which takes into account the research conducted by the Education Endowment Foundation.

Our key principle is that no single intervention is going to address the attainment gap between disadvantaged pupils and their peers. Therefore, we aim to build on progress day in, day out. We aim to ensure that the quality of education for these pupils is the best it can possibly be and, leaving nothing to chance, our 'vulnerable' pupils are the most closely monitored group of pupils within the school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The attendance of our most disadvantaged pupils remains lower than non-disadvantaged pupils. In the academic year 2022 / 2023 there was a 2.8% difference in attendance between both groups. The school did achieve higher than primary national averages for both groups. |
| 2 | The attainment of disadvantaged pupils has high variance throughout the school. In some areas, attainment for disadvantaged pupils is higher than non-disadvantaged peers. However, this is not consistent throughout the school and is linked closely to the % of disadvantaged pupils who may also have a special educational need. |
| 3 | Many pupils are identified in EYFS as having communication / language barriers that might limit progress as they move through school if left unchallenged. Many of these pupils are identified as 'possibly' vulnerable as their families might not have applied for the premium at the point that children start within the school. |
| 4 | All children learn best when they have an outstanding teacher. To ensure that the % of outstanding teachers within school continues to rise, we ensure that every adult is exposed to high quality CPD linked to educational research. |
| 5 | Families needing additional support. These are families who have been identified by Social Services or by the school as requiring additional need. The school's ' Pastoral List ' identifies a higher % of need within PP children. |

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 attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 74% of disadvantaged pupils met the expected standard = National averages for 'all' pupils. |
| Improved reading attainment among disadvantaged pupils. | KS2 writing outcomes in 2024/25 show that more than 72% of disadvantaged pupils met the expected standard = National averages for 'all' pupils. |
| Improved maths attainment among disadvantaged pupils. | KS2 maths outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard = National averages for 'all' pupils. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved phonics attainment among disadvantaged pupils. | 100% of non SEN disadvantaged pupils achieve the expected standard within the year 1 phonics check with all SEN PP children receiving additional catch-up intervention and making accelerated progress against their individual targets. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | The percentage of all disadvantaged pupils who are persistently absent being below 10%. |

| Tiered approach | Cost | Action linked to EEF typical gains / Evidence that supports this approach. | Activity | Challenge number addressed |
|---------------------------|--------|---|--|----------------------------|
| Teaching | £18000 | Staff & TA CPD programme, with clear structure & standards for all. <ul style="list-style-type: none"> • ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.’ (EEF) | <p>To ensure that each staff member is engaged within CPD activities to ensure improved outcomes for all pupils. Use of the Walkthru CPD package forms the bases of staff CPD.</p> <p>Phonics teaching is supported via a CPD package – Little Wandle.</p> | 4,2 |
| Targeted Academic Support | £7000 | Continue the development of bespoke speech and language support <ul style="list-style-type: none"> • ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.’ (EEF) | <p>To ensure that all disadvantaged pupils are screened using the Welcomm Speech and Language tool and that all pupils who are identified receive additional support if needed.</p> <p>The EYFS Leader to ensure that all subjects taught within the unit have clear key knowledge and vocabulary identified. EYFS Leader to complete ELKLAN training.</p> | 3 |
| | £13000 | Targeted focused daily intervention <ul style="list-style-type: none"> • ‘Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.’ (EEF) | <p>Accelerated Reader & Little Wandle phonics assessments are used to ensure a tight focus between assessed need and intervention. Disadvantaged pupil’s reading and phonics remains the priority for interventions across school.</p> | 2 |
| | £9000 | Phonics interventions <ul style="list-style-type: none"> • ‘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.’ (EEF) | <p>To ensure that all disadvantaged pupils are given reading catch-up intervention if they are working below the average standard of their peers.</p> <p>Specialised teaching assistant in ‘reading champion’ role to target phonics interventions across school. To ensure that the reading books that pupils have for independent reading closely match their current phonics stage.</p> | 2 |

| | | | | |
|------------------|--------|--|--|---|
| | £9,500 | Early maths <ul style="list-style-type: none"> ‘Mathematics plays a key role in a child’s development. Very young children are naturally curious, noticing differences in quantity and the shape of objects. They use early mathematical concepts when they play. Mathematical understanding helps children make sense of the world around them, interpret situations, and solve problems in everyday life.’ (EEF) | <p>To ensure that Early Maths is implemented as soon as possible within EYFS and, using the White Rose curriculum, children are ready for the demands for KS1 and beyond.</p> <p>Ensure that every PP child has a STAR maths assessment that enables teachers to effectively plan personalised intervention</p> | |
| Wider strategies | £4000 | Continue to support attendance, lateness and persistent absentees <ul style="list-style-type: none"> ‘Pupil premium intervention strategies are likely to be most effective when deployed alongside efforts to improve teaching and attend wider barriers to learning, such as attendance and behaviour.’ ‘Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy.’ (EEF) | <p>To ensure that all disadvantaged pupils have their attendance closely monitored and are supported in order to arrive at school on time and ready for each day.</p> <p>Disadvantaged pupils remain a priority for the attendance team with regular check-ins and support for families.</p> <p>Strategies for disadvantaged pupils include personalised reward charts and early conversations with families to ensure that attendance doesn’t slip.</p> | 1 |
| | £4000 | Development of wellbeing & disadvantaged pupil champion <ul style="list-style-type: none"> ‘The most significant non-academic barriers to success in school include attendance, behaviour and social and emotional support.’ (EEF) | <p>To ensure that disadvantaged children are supported emotionally by dedicated support from our Children’s Champions where needed.</p> <p>To collect feedback from daily pupil voice that enables school leaders to monitor pupils’ wellbeing throughout the school. When making decisions, mental and physical wellbeing remain a priority for leaders within school.</p> | 5 |
| | £2000 | Parental engagement <ul style="list-style-type: none"> ‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’ (EEF) | <p>To ensure that parents are fully engaged with the child’s education and that families feel supported to offer the best advice and guidance at home.</p> <p>Strategies include resources being sent home and regular parent meetings.</p> | 2 |
| | £6000 | Emotion Coaching <ul style="list-style-type: none"> ‘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.’ (EEF) | <p>To ensure that children continue to be supported with the best possible pastoral care. SLT have been trained in this area so that they are able to share this expertise with staff.</p> | 5 |

Part B: Review of outcomes in the previous academic year

| Scarcroft Primary School (2016) | | | | | | | | | | | | | |
|---------------------------------|--------|-------|------|-------|-------|---------|---------|---------|---------------------------|--------|-------|-------|-------|
| Subject | Cohort | No SS | N | 80-89 | 90-99 | 100-109 | 110-114 | 115-120 | Scaled Score Distribution | Avg SS | <Exp | ≥Exp | High |
| Reading | 61 | 8.2% | 1.6% | 4.9% | 11.5% | 41.0% | 18.0% | 14.8% | | 105.5 | 23.0% | 73.8% | 32.8% |
| FSM Eligible | 7 | 14.3% | 0.0% | 28.6% | 14.3% | 42.9% | 0.0% | 0.0% | | 96.5 | 57.1% | 42.9% | 0.0% |
| Not FSM Eligible | 54 | 7.4% | 1.9% | 1.9% | 11.1% | 40.7% | 20.4% | 16.7% | | 106.6 | 18.5% | 77.8% | 37.0% |
| GPS | 61 | 9.8% | 0.0% | 9.8% | 11.5% | 31.1% | 9.8% | 27.9% | | 106.5 | 27.9% | 68.9% | 37.7% |
| FSM Eligible | 7 | 14.3% | 0.0% | 28.6% | 28.6% | 28.6% | 0.0% | 0.0% | | 96.2 | 71.4% | 28.6% | 0.0% |
| Not FSM Eligible | 54 | 9.3% | 0.0% | 7.4% | 9.3% | 31.5% | 11.1% | 31.5% | | 107.7 | 22.2% | 74.1% | 42.6% |
| Maths | 61 | 9.8% | 0.0% | 4.9% | 11.5% | 42.6% | 19.7% | 11.5% | | 105.4 | 21.3% | 73.8% | 31.1% |
| FSM Eligible | 7 | 14.3% | 0.0% | 0.0% | 42.9% | 42.9% | 0.0% | 0.0% | | 99.5 | 57.1% | 42.9% | 0.0% |
| Not FSM Eligible | 54 | 9.3% | 0.0% | 5.6% | 7.4% | 42.6% | 22.2% | 13.0% | | 106.1 | 16.7% | 77.8% | 35.2% |
| Writing TA | 61 | - | - | - | - | - | - | - | | - | 24.6% | 72.1% | 23.0% |
| FSM Eligible | 7 | - | - | - | - | - | - | - | | - | 57.1% | 42.9% | 0.0% |
| Not FSM Eligible | 54 | - | - | - | - | - | - | - | | - | 20.4% | 75.9% | 25.9% |
| RWM | 61 | - | - | - | - | - | - | - | | - | 14.8% | 67.2% | 16.4% |
| FSM Eligible | 7 | - | - | - | - | - | - | - | | - | 42.9% | 28.6% | 0.0% |
| Not FSM Eligible | 54 | - | - | - | - | - | - | - | | - | 11.1% | 72.2% | 18.5% |

External Provided Programmes

| | |
|----------------------------|--|
| TT Rockstars | Timetables practice tool |
| BOXALL | Pastoral intervention tool |
| Literacy Tree | Writing Curriculum |
| Precision Teaching | Targeted intervention at core areas of learning. |
| STAR Reader | Reading assessment tool |
| White Rose Maths | Maths curriculum |
| Little Wandle 'LSR' | Accredited phonics scheme |
| Letter Join | Handwriting Scheme |
| KAPOW Curriculum | To ensure a rich curriculum in foundation subjects |
| Learning for Life | PSHE Curriculum |