

# Scotton Lingerfield Primary School

## Pupil premium strategy statement

### 2021/22 – 2024/25 (updated December 2023)

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	Scotton Lingerfield Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22-2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	Dec 2025 with interim updates
Statement authorised by	D Calvert
Pupil premium lead	D Calvert
Governor / Trustee lead	Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10880
Recovery premium funding allocation this academic year	£1607 (inc. tutoring)
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	£12487

# Part A: Pupil premium strategy plan

## Statement of intent

At Scotton Lingerfield Primary school, it is our intention that all children, irrespective of their background, or any challenges they may face, make good progress or better from their individual starting points.

We are passionate about providing a safe and nurturing environment for our children, where challenge and need are understood and supported, leading to positive behaviours and successful outcomes for pupils.

Our pupil premium spending has been based on educational research and evidence of impact in previous years. We ensure that children are accurately assessed from their starting points to allow targeted early intervention, support and challenge to be provided to meet all needs.

We recognise that not all vulnerable pupils are disadvantaged but may still face challenges. The actions outlined in this statement aim to support the needs of all vulnerable children.

We place a high emphasis on quality resources and high-quality teaching and learning.

*'Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils'* EEF.

Our ultimate aims are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure that the teaching and learning meets the needs of all children
- To ensure that disadvantaged children can access the same enrichment activities as non-disadvantaged children
- To improve the mental health and well-being of disadvantaged children.

Our strategy is also aimed at addressing the wider school plans for education recovery, notably through the support through the National Tutoring Programme for those children whose education was most significantly impacted by the pandemic.

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils are not meeting ARE in Reading, Writing and Maths
2	Many of our vulnerable children present with SEMH needs
3	Some disadvantaged pupils arrive at school unprepared for the day, which impacts their wellbeing and academic achievement
4	Lack of access to enrichment activities leads to some disadvantaged pupils' not accessing the cultural capital needed to succeed in life.

## 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
Disadvantaged children will make at least expected progress in reading, writing and Maths. Disadvantaged children will make accelerated progress to reach ARE in reading, writing and maths	Internal assessments will identify needs. Weekly planned sessions address need KS1 and KS2 reading outcomes in 2024/25 are in line, or better than National averages
Increased wellbeing and emotional support for all pupils, including disadvantaged	Support groups in place for all children, including disadvantaged. Raised awareness of mental health. Increased participation in enrichment activities. Improved ability to understand emotions
Attendance will remain above 96% for all children.	Attendance monitored through the school attendance monitoring system
All children will be able to access all activities, including trips, residentials, after school clubs, wrap around care and peripatetic music lessons.	Access to clubs and activities shows that disadvantaged pupils are accessing a broad range of activities
All pupils will have the correct uniform and resources to allow them to access all school activities.	

## 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: £2100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued English subject leader release time to attend training and conduct research	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1
Enhancement of maths teaching and planning.  Funded work with TRG	<a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1
Continued investment in a validated systematic synthetic phonics scheme  Train any new staff on the Little Wandle programme. Revise training for staff and train staff on the intervention programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Access to quality CPD for staff through the NYC and Hart Alliance to ensure a consistent whole school approach to teaching across all areas of the curriculum.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1

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

Budgeted cost: £8627

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics rapid catch up and additional phonics sessions for pupils identified as at risk of falling behind	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1
Mastering number intervention	Mastering number is a programme developed by the NCETM and aims to develop good number sense in all children.	1
In class support for identified children	<a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</a>	1
Engaging with the National Tutoring programme to provide targeted school led tuition for pupils whose education has been most significantly impacted by the school closures.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> Tutoring aimed at specific gaps and delivered one-to-one or in small groups can be an effective method to support pupils at risk of falling behind.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1

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

Budgeted cost: £5110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for enrichment activities	Disadvantaged children do not have access to the same range of activities that promote cultural capital that non-disadvantaged children access. When visits can go ahead, support is provided to ensure that all children, including disadvantaged pupils, can access them.	4
Purchase of uniform for disadvantaged pupils to enable them to feel part of the school community	<a href="https://www.gov.uk/government/publications/school-uniform/school-uniforms">https://www.gov.uk/government/publications/school-uniform/school-uniforms</a> Having the correct uniform helps children feel an integral part of the school community.	4
Targeted pastoral interventions	Pupil feedback has shown positive impact of this provision	2,3
Contingency fund for unexpected one-off issues	Experience has shown that there is a need to set aside an element of funding to provide support for one-off issues that arise throughout the year.	1,2,3,4

**Total budgeted cost: £15837**

## 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.

Assessments during 2022/23 indicated that progress was improving on prior years. All disadvantaged children made expected or better progress by the end of Key Stage 2. Disadvantaged pupils are still attaining lower than non-disadvantaged children.

Throughout 2022/23, our pupil premium funding supported individual and small group interventions to address gaps due in part to school closures due to COVID. Our disadvantaged children were also targeted through the school led tutoring programme.

Attendance on 2022/23 was higher than in recent years and higher than national averages.

Observations continue to show a distinct impact on pupil wellbeing, mental health and behaviour. Pupil premium funding was used to address this through the investment of quality resources and whole school enrichment activities as well as providing a Pastoral support TA. Pupil voice indicates the positive impact of these interventions.

### 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
N/A	
N/A	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

# Further information (optional)