

Pupil premium strategy statement

School overview

Metric	Data
School name	Scargill CE Primary School
Pupils in school	402
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£58,680.
Academic year or years covered by statement	2018-2021
Publish date	November 2019
Review date	November 2020
Statement authorised by	Malcolm Hetherington
Pupil premium lead	Sarah Hallsworth
Governor lead	Sam Marshall

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.88
Writing	-6.39
Maths	-3.08

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading 62% Writing 54% Maths 69%
Achieving high standard at KS2	Reading 23% Writing 8% Maths 15%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improved core skills in reading fluency & comprehension; maths fluency & application and writing.
Priority 2	Pupil premium children will be equipped with social, emotional skills and necessary mental health and well-being needed to reach their full potential.

<p>Barriers to learning these priorities address</p>	<p>Supporting improved language acquisition and application skills in core skills of speaking, reading, writing and maths skills. This is required to develop and support access to the curriculum. Confident use of subject appropriate vocabulary supports and embeds, e.g. Maths specific vocabulary to support reasoning explanations and in Reading, to understand key question and efficient retrieval skills.</p> <p>The impact of attachments and anxiety-based behaviours on a child's learning profile.</p>
<p>Projected spending</p>	<p>£58,680</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS1&2 Reading National average GLD in EY	Sept 21
Progress in Writing	Achieve national average progress scores in KS1&2 Writing National average GLD in EY	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS1&2 Maths National average GLD in EY National average MTC pass in Y4	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Click or tap here to enter text.	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Support staff/Class teacher utilised to support pupil premium pupils and intervention to ensure the academic gap closes All pupil premium children can have free access to afterschool clubs, educational workshops, trips and residential programmes in order to develop their 'cultural capital'
Priority 2	Nurture provision, positive play and extra-curricular clubs. Inclusion Team discuss needs of pupil premium children and ensure that Positive Play/Nurture/THRIVE/ Early Help/SEND agencies is put in place as soon as possible where needed.
Barriers to learning these priorities address	The impact of attachments and anxiety-based behaviours on a child's learning profile. Supporting improved language acquisition and application skills

	in core skills of speaking, reading, writing and maths skills.
Projected spending	£31,680

Wider strategies for current academic year

Measure	Activity
Priority 1	Whole school training and implementation of Power Maths. Whole school training and implementation of Talk 4 Writing Review and improvement of planned curriculum to ensure key knowledge and skill development.
Priority 2	THRIVE training and implementation
Barriers to learning these priorities address	The impact of attachments and anxiety-based behaviours on a child's learning profile. Supporting improved language acquisition and application skills in core skills of speaking, reading, writing and maths skills.
Projected spending	£27,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided.
Targeted support	Ensuring enough time & resources for evidence-based intervention	Use of quality intervention teaching which is varied in time so children are not missing key skills and knowledge in the wider curriculum.
Wider strategies	Engaging the families facing most challenges	Inclusion Team to work closely in order to prioritise the right support including when necessary Early Help actions.

Review: last year's aims and outcomes

Aim	Outcome
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<p>Children will be socially emotionally ready for learning through the use of nurture and extra-curricular club provision. Children who are of high ability aspire to do the best they can. All children should be able to access all trips and residential.</p>	<p>Nurture accessed by disadvantaged children when a need has been identified. Records show the positive impact on social skills and attitudes towards learning.</p> <p>100% of Pupil Premium children who requested a place at an extra-curricular club, run by school staff, attended at least one club offered.</p> <p>Not all Pupil Premium children wanted to attend the clubs on offer. Overall 42% of Pupil Premium children attended one or more extra-curricular club.</p> <p>During the Summer term, AM Sports ran afterschool for some year groups. 13% of these clubs attended were Pupil Premium children. No one missed out on any residential trip due to financial constraints.</p> <p>Some children have benefitted from school uniform and PE clothing.</p> <p>100% of Pupil Premium children who requested a place at an extra-curricular club, run by school staff, attended at least one club offered.</p> <p>Some children have needed essential school clothing.</p>																		
<p>For SEN PP children – appropriate intervention so their emotional & academic needs are being met.</p>	<p>A good percentage of children made expected yearly progress with some making accelerated progress (Closing the gap in attainment with non-disadvantaged peers)</p>																		
<p>Children are supported in school with homework etc. and intervention time is used to support children.</p> <p>Parents are encouraged to support their children in their learning</p>	<p>Increased attendance and parental engagement with disadvantaged families when needed.</p>																		
<p>Improve attainment for all pupil premium children across the school</p> <p>Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is reduced.</p>	<p>Progress Expected+</p> <table border="1" data-bbox="804 1823 1126 2078"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>87</td> <td>90</td> </tr> <tr> <td>Writing</td> <td>49</td> <td>70</td> </tr> <tr> <td>Maths</td> <td>51</td> <td>77</td> </tr> <tr> <td>R, W & M</td> <td>34</td> <td>31</td> </tr> <tr> <td>SPAG</td> <td>43</td> <td>72</td> </tr> </tbody> </table>		PP	Non-PP	Reading	87	90	Writing	49	70	Maths	51	77	R, W & M	34	31	SPAG	43	72
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Learning is accelerated. Our aspiration is for children to be able to achieve end of year expectations.	Science	57	83
	Attainment Expected+		
		PP	Non-PP
	Reading	78	83
	Writing	61	81
	Maths	84	84
	R, W & M	40	20
	SPAG	69	74
Science	76	87	