



Scarcliffe Primary School

Pupil Premium Strategy Statement

2021-22

School overview

Metric	Data
School name	Scarcliffe Primary School
Pupils in school	94
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£18,830
Academic year or years covered by statement	2021 - 22
Publish date	01 September 2021
Review date	01 April 2022
Statement authorised by	Ian Marsh
Pupil premium lead	Ian Marsh
Governor lead	Liz Smyth

Disadvantaged pupil progress scores for last academic year (based on 2 pupils)

(Attainment Data from 2018-19 – NO EXTERNAL ASSESSMENT DATA 2019-21 due to CV-19)

Measure	Score
Reading	-0.35
Writing	-0.70
Maths	-2.18

Disadvantaged pupil performance overview for last academic year (based on 2 pupils)

(Attainment Data from 2018-19 – NO EXTERNAL ASSESSMENT DATA 2019-21 due to CV-19)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that all class-based staff are aware of the targets and next steps for all disadvantaged pupils and that they are receiving quality first support, including: <ul style="list-style-type: none">- Discussions around meta-cognition.- Enhanced 1:1 verbal feedback on learning.

Priority 2	Work with Redhill Trust to evaluate the effectiveness of pupil premium support and spending across school.
Barriers to learning these priorities address	Ensuring that day-to-day practise results in accelerated progress for all disadvantaged pupils. Ensuring that practise is based on sound research – particularly from the EEF.
Projected spending	£2000 – Release time for monitoring activities and for staff CPD. Staff meetings and TA meetings to focus on PP children and next steps. £1800 – Release time for review and preparation. TOTAL = £3800

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2022
Phonics	Achieve national average expected standard in PSC.	July 2022
Other	Improve attendance for disadvantaged pupils so it is in line with all pupils in school (97.2% in July 2019).	July 2022

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	Establish Accelerated Reader across school to ensure that reading books are closely aligned to pupil ability and to ensure pupils have access to texts outside of school.
Priority 2	Ensure that all disadvantaged pupils in KS1 and FS2 receive access to high quality additional phonics support.
Barriers to learning these priorities address	Ensures that all children have a strong foundation in phonics which is built upon in KS2. Encourages reading for pleasure.
Projected spending	£2443 – Accelerated Reader £1000 – Release time for subject lead to establish AR.

	<p>£2146 – 4 hours of TA support per week per year – phonics focus.</p> <p>£2000 – enhance books in KS1.</p> <p>TOTAL = £7589</p>
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Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Provide pastoral support:</p> <ul style="list-style-type: none"> - Positive Play - 1:1 pastoral support from Karen Hallam (P4YP)
Priority 2	Subsidise wider opportunity activities – such as residential visits and trips in order to ensure disadvantaged children attend and broaden their experiences.
Barriers to learning these priorities address	<p>Basic pastoral needs are met so children can focus on learning in the classroom. Parents are supported as required.</p> <p>Wider opportunities broaden experiences and build self-esteem.</p> <p>Positive impact on attendance.</p>
Projected spending	<p>Priority 1 – P4YP = £3045 per annum. Positive Play = £2580 staffing plus £400 resources for 6 hours per week per annum.</p> <p>Subsidising wider opportunities (including residential visits and Forest Schools) = £1400</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Prioritising disadvantaged pupils in addition to those targeted through 'catch up' interventions.	Prioritise disadvantaged children for catch up support. Ensure that support for disadvantaged pupils is addressed through TA meetings, pupil progress meetings and staff meetings.
Targeted support	Ensure enough time is allocated for subject lead to embed accelerated reader.	Head to ensure that dates are established in the diary and cover is provided.
Wider strategies	Engaging families who do not wish to engage in pastoral services.	Continue to promote the work of the pastoral team and reach out to families in need of additional support.

Review: last year's aims and outcomes

Aim	Outcome
Fully meet pastoral needs	Pastoral support (P4YP and Positive Play) remained a priority last year and all children in need of support were given it.
Improve academic achievement – including HA children.	Last year, 7 out of 14 vulnerable children were working at the expected level in reading, writing and maths combined. This was impacted by the lockdowns and will need further work to address next year – particularly in Year 3.
Improve attendance	Attendance was impacted by the CV-19 pandemic and by school closures. Disadvantaged pupils were targeted to attend school during lockdown and as a result, five children attended school full-time.
Provide enrichment activities for disadvantaged pupils.	A residential visit took place towards the end of the year with 4 out of 5 eligible children opting to attend. Year 6 had an end of year treat day which all three disadvantaged children were able to attend. Other trips were not able to take place, however, the final topic of the term provided an opportunity for all children to engage in a range of sporting activities.