



Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Scartho Infants' School and Nursery
Number of pupils in school	160 (including Nursery)
Proportion (%) of pupil premium eligible pupils	31/147 = 21% not including nursery
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Glyn Rushton
Pupil premium lead	Sara Dunks
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(Inclusive of £340 x 2 per eligible pupil in the service 2024 to 2025 financial year) £46560.00
Recovery premium funding allocation this academic year	£7250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£42460.00



Part A: Pupil premium strategy plan

Statement of intent

The focus of this plan is to ensure all disadvantaged children are supported fully to raise their attainment, attendance, and enjoyment within school. We want all of our disadvantaged children to thrive and make progress in all areas of their learning.

At Scartho Infants' School and Nursery we believe that high quality first teaching is at the heart of children making good progress and achieving high attainment across the curriculum.

Firstly, we want all of our children to leave our school being able to read fluently and with enjoyment. We want to make sure we are fostering a positive attitude towards reading to help children a life-long love for it. Our children will leave our school having a good foundation for the next stage in their education. Our children will have a good understanding of concepts in maths, the ability to write coherently and an awareness and understanding of the world around them. It is also our mission to ensure children can engage within a broad and balanced curriculum, which is full of real-life experiential opportunities.

To meet these objectives, we have focussed on the following areas:

- High quality CPD and on-going support to ensure staff are delivering high quality teaching, especially in reading, writing and maths.
- On-going development of the curriculum to ensure there are meaningful opportunities to learn in a sequential and progressive manner.
- Ensuring we provide high quality, research-based interventions to support those who have fallen behind to catch them up quickly and effectively.
- Provision of same day interventions to support misconceptions being identified as early as possible.
- Creating a safe, supportive, and caring environment for children to learn, with high levels of pastoral support removing barriers that may stop children achieving.
- Offering support and guidance to families through a wider level of pastoral support to help attendance and behaviours to learn.

The key principles of this strategy plan:

- To empower teachers to know their pupils and do what is best for them, delivering high quality CPD.
- To ensure there is high quality teaching happening in all classrooms and good curriculum planning to help children acquire the skills and knowledge they need.
- To ensure there is early identification of barriers to learning and these are supported early on in children's education.
- To use evidence based and targeted intervention to support pupils who are at risk of falling behind.
- To empower parents/carers to understand how to best support their child at home.
- To empower children by making sure every child feels successful and valued.



- To find and nurture each child's passions.
- To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not.
- To develop support networks around children and their families through pastoral and community links.
- To ensure children access a knowledge rich curriculum where effective communication and high-level vocabulary is prominent.

Our strategy plan (see below) addresses all of the above, to ensure that all Pupil Premium children achieve their potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>In our FS2 cohort 2023-24, on entry to FS2, in the strands of communication and language, 66% children eligible for pupil premium were assessed at working below standard, compared to 46% of non-pupil premium pupils.</p> <p>In addition to this 84% of pupils eligible for pupil premium were working below or very below in fine motor skills, 100% below in reading and writing, and 67% in maths.</p> <p>At the end of 2023-24, 67% pupils eligible for pupil premium did not achieve ELG for reading.</p>
2	<p>In FS2, many children eligible for Pupil Premium have difficulties with speech, language, and communication, resulting in 34% being referred for Speech and Language support, compared to 2.4% of non-pupil premium pupils.</p>
3	<p>In our Y1 cohort, at the end of 2023-24 57% children eligible for pupil premium were working below age related expectation in reading, and 43% were working below in maths and writing.</p> <p>Phonics screening scores were low across the year group, however, only 40% pupils eligible for pupil premium achieved the grade required.</p>
4	<p>Attendance - in 2023-24 attendance of children eligible for pupil premium was 91.8%, and late attendance was 2%.</p> <p>This reduces the number of hours children eligible for pupil premium spend in school, and causes them to fall behind academically.</p>



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
To provide the highest quality EYFS environment and pedagogy, based on strong EYFS principles & best practice, with a focus on Prime Areas (Personal, Social & Emotional, Communication & Language and Physical Development) Literacy, Mathematics and the Characteristics of Effective Learning to secure a Good Level of Development by the end of reception.	High quality provision that promotes strong respectful relationships enabling children to thrive and flourish. Attendance is good. Children make good progress from very low starting points and the number of children achieving Good Level of Development improves year on year with the gap between national and school, diminishing.
To ensure consistently high standards in all staff delivering RWI, including those new to the school. To ensure RWI resources are well maintained and available. To ensure that families are supported to help their child at home with reading/phonics.	The teaching of phonics is systematic and of a consistently high standard. Half termly RWI assessments and Phonics Screening check indicates PP children make accelerated progress. Parents attend a FS2 RWI and Numeracy workshop to aid support linked learning.
Percentage of disadvantaged pupils meeting ARE rises each year, from previous attainment position.	Any gaps in learning are quickly identified and acted upon. These are targeted in class and where necessary through intervention.
To ensure the speech, language and communication skills of children eligible for pupil premium are fully supported so that maximum progress is made and as many pupils as possible gain age-appropriate language skills necessary for both learning and wellbeing.	Children in FS1 and FS2 will make exceeding progress in Speech and Language. More Pupil Premium children will achieve age related in those areas at FS2. All children in EYFS are assessed against the <i>WellComm</i> language and communication program, and those scoring below ARE benefit from interventions which support language development and understanding.



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)

Activity	Evidence that supports this approach	Challenge addressed	Cost
Subject leadership of English <ul style="list-style-type: none"> • Subject leadership time to lead, monitor and support the teaching of reading and writing with a focus. • Monitoring the consistent delivery of RWI, ensuring that it is embedded effectively. • Monitor PP progress in reading, including lowest 20%, working with SENCO to support children who may require further intervention. • Moderation of writing internally and externally with other Wellspring academy schools. Monitor PP progress in writing. • Planned training for teaching and learning staff to develop their understanding of RWI • Released time for English lead to support with mentoring and coaching. 	<p>Improving Literacy in KS1 – EEF</p> <p>The Reading Framework</p> <p>Reading Comprehension Strategies EEF</p> <p>Using pupil premium: guidance for School Leaders</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants EEF Phonics has a moderate impact (+4months) for a very low cost.</p> <p>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: Phonics Toolkit Strand Education Endowment Foundation EEF DfE Reading Framework</p>	1, 2, 3	£3229.00
<ul style="list-style-type: none"> ▪ Teaching assistants used across the school for targeted intervention of children eligible for pupil premium 	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>EEF</p>	1, 2, 3	£778.32



<ul style="list-style-type: none"> Development of Forest School status, and associated training 	<p>Studies have shown that children have higher physical activity levels in greenspaces compared to non-greenspaces and that children who spend more time outdoors have better motor skills and fitness, especially balance and coordination.</p> <p>Wheeler, et al, 2010.</p>	1, 2, 3, 4	£1000.00
<ul style="list-style-type: none"> Big Talk Education for RSE 	<p>Big Talk Education's vision is to ensure as many children and young people as possible receive high quality Relationship & Sex Education, to help keep them safe, healthy & happy. The Big Talk educators will work with every year group providing after delivering a parent/teacher session.</p>	1, 2, 3	£92.50
<ul style="list-style-type: none"> NTS Assessments 	<p>To inform teacher assessment, to identify gaps and individual children to specific intervention.</p>	1, 2, 3	£114.00
<p>Subject leadership</p> <ul style="list-style-type: none"> Subject leader time to support to develop curriculum areas and development across all subjects. Plan for cultural capital opportunities Identify children eligible for pupil premium requiring support or those with a talent/interest. Dedicated CPD time for all teaching and learning staff. Subject leaders to attend training and networking sessions 	<p>https://www.gov.uk/government/publications/pupil-premium</p>	1, 2, 3	£1749.33



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<ul style="list-style-type: none"> Positive Regard training; working on school culture where unacceptable behaviour is dealt with quickly and effectively 		1, 2, 3, 4	£999.00 Cover £250.00
<ul style="list-style-type: none"> Development of Quality First Teaching 	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1, 2, 3	£396.80
<ul style="list-style-type: none"> Additional three reads with an adult per week 	The Reading Framework Reading Comprehension Strategies EEF	1, 2, 3	£47.61
<ul style="list-style-type: none"> PSHE using (the Jigsaw PSHE curriculum) in class at least weekly. 	The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance	1, 2, 3	£237.60
<ul style="list-style-type: none"> TT Rockstars for KS1 	Times Table Rock Stars is a fun and challenging programme designed to help children master the times tables.		£27.60
<ul style="list-style-type: none"> Numbots for FS2 to Year 2 	NumBots is all about every child achieving the "triple win" of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating.		£21.87

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

Activity	Evidence that supports this approach	Challenge addressed	Cost
<ul style="list-style-type: none"> Two Level 3 teaching assistants supporting teaching and learning for pupils with specified gaps, every morning for two hours per day 	Disadvantaged children benefit from high quality teaching, especially where this includes a mixture of children from different social backgrounds and a strong educational component. EEF Early Years interventions	1, 2, 3	£6189.30



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<ul style="list-style-type: none"> Level 3 teaching assistant working as an ELSA in school, liaising closely with Compass Go to support children and families 	<p>The average impact of successful social & emotional literacy intervention is an additional 4 months progress over the course of a year. Alongside academic outcomes, social & emotional literacy interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</p> <p>EEF</p>	1, 2, 3	£4316.13
<ul style="list-style-type: none"> One to one RWI interventions 	<p>Phonics approaches are effective in supporting young readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) and is more effective on average than other approaches to early reading. – EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one EEF</p>	1,2	£2548.26

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

<ul style="list-style-type: none"> Attendance of all pupils is monitored closely, daily phone calls are made to challenge parents of absent children, this is followed up by the senior leadership team and ultimately by the EWO. Holidays are not authorised unless there are significant mitigating circumstances Training for Attendance lead 	<p>Children with good attendance generally achieve more and are happier at school. Good attendance increases a child's academic success and improves their chances in life opportunities.</p>	4	£250.00
<ul style="list-style-type: none"> Designated Safeguarding Leads support vulnerable children and families in times of need. 	<p>Ensure multi-agency information sharing to best support the children and their families in times of needs.</p>	4	£11233.08 £1000 for cover
<ul style="list-style-type: none"> Dedicated SENCO time to ensure that referrals are made to external agencies and for the management 	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more</p>	1, 2, 3, 4	£11233.08 £1000 for cover



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of EHCPs & EYIF applications, ensuring these pupils receive the support necessary.	sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. EEF		
<ul style="list-style-type: none"> Subsidising Clubs and uniform 	<p>EEF Toolkit (Link to physical activity – some of the clubs on offer are physical) There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>A clear dress code that sets boundaries and helps pupils to see school as a working environment.</p>	1, 2, 3, 4	£661.50
<ul style="list-style-type: none"> Subsidising Rocksteady music sessions 		1, 2, 3, 4	£360.00
<ul style="list-style-type: none"> Use of Software Data Analysis tracker for eligibility. 	Children will be identified as being eligible for PP as soon as the system is alerted using the NI numbers of the parents. This allows for the PP numbers to be accurate and to generate the correct funding.	1, 2, 3, 4	£540.00
<ul style="list-style-type: none"> Improvements to home-school communication to support parental engagement including; <ul style="list-style-type: none"> Seesaw Dojo Free Termly curriculum overviews shared with families Home learning to focus on fun and practical experiences to enhance their curriculum. Through workshops. <i>Drop Everything And Read</i> weekly sessions 	<p>EEF identifies parental involvement as having up to 3 months added progress for children.</p> <p>Parental engagement has a positive impact on additional progress.</p>	1, 2, 3, 4	£150.00



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<ul style="list-style-type: none">Reduced cost for visits.	Experiential learning is crucial to development.		£310.00
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Total budgeted cost: £47,664.98 (own budget of £1104.98)



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 2023 to 2024 academic year.

Early Years

Year Group	Number of Pupil Premium in Year Group	Number of Children Achieving GLD	% of GLD
FS2	8	4	50%

Key Stage 1

Year Group	Number of Pupil Premium		Reading		Writing		Maths	
Year 1	7	EXS	3	43%	4	57%	4	57%
		GDS	0	0%	0	0%	0	0%
Year 2	21	EXS	10	48%	8	38%	10	48%
		GDS	0	0%	0	0%	0	0%

Phonics

Year Group	Number of Pupil Premium	Number of Children	% Achieved Phonic Screening
Year 1	10	4	40%
Year 2	4	1	25%

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted the foundation building blocks of the children before they started school.

Attendance data for 2023/2024 for our pupil premium children has declined from 93.76% to 91.81%. and this is lower compared to non-pupil premium children at 92.47%

Our observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in 2020-21 due to Covid-19 related issues. The impact was particularly acute for disadvantaged children. We used pupil premium funding to provide wellbeing support for all children and targeted support/intervention where required.



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Our Year 2 cohort required significant support, both pastorally and academically, we therefore fully adapted their curriculum to best meet their needs, and worked closely with SJA to ensure their transition into the KS2 curriculum was as smooth as possible.

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
Times Tables Rockstars	TT Rockstars
Data Analysis and Assessment	Insight Data Tracker
Jigsaw (PSHE)	Jan Lever Group