



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Scalford CofE Primary
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	10% (7 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024-September 2026 Figures based on October 2024 census
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	M Wrightam
Pupil premium lead	M Wrightam
Governor / Trustee lead	K Bloodworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25/26	£8880
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	£8880

Part A: Pupil premium strategy plan

Statement of intent

This plan is part of a 3-year strategy plan for pupil premium expenditure from September 2023 to September 2026.

At Scaford C of E Primary School we aim to be inclusive and to provide a learning environment where all children are given the opportunity to do their best so that they can shine. Our inclusive curriculum leads to each and every child seeing themselves as lifelong learners. Each child is treated as unique, we work to promote their strengths and areas to develop. We encourage all learners to achieve their potential. There should be no barrier to this regardless of social, ethnic background or SEND.

Developing good language and communication skills underpins all teaching and learning experiences at Scaford School, and staff are passionate about all children becoming fluent readers. Our intention is that all our children develop a love of reading, and it is at the heart of our learning. The SDP of raising attainment in writing for boys is closely linked with developing passion for reading and the spoken word.

Our approach and strategy is closely linked to the use of targeted support through individualised programmes or support. It is our aim and intention that pupils who are disadvantaged will make good progress in all areas including emotional and social development. Support is targeted through focused assessment, targeted interventions and a cycle of assess plan do review to measure success. We have high expectations for all pupils in school and prioritise investing in high quality teaching across the school, with a range of evidence based CPD for all staff to foster a culture of continual improvement. Making good even better.

This supports us in achieving meeting our wider school vision, ensuring that we provide every child with the opportunity to achieve their potential and do their best so that they can shine.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception to Year 6.

2	Pupils who have not made sufficient progress in any of or all speaking and listening skills, phonics, reading, writing or maths
3	Ensuring that identified key knowledge and skills are committed to long term memory. Gaps in learning, particularly with disadvantaged children and recall of knowledge and skills can be lower than that of their peers due to access to knowledge rich lives outside of school and cultural capital experiences disparity.
4	Pupils with increased social and emotional issues.
5	Pupils who are disadvantaged having lower phonological awareness on entry to school and beyond having a negative impact on their progress as readers.
6	Pupils who have lost their thirst to learn
7	Pupils who have lower parental engagement
8	Pupil who lost their enthusiasm to read and write for pleasure

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 increase the amount of learning the children commit to their longer-term memory	Pupil voice, data and book scrutiny show an increase in the amount of knowledge and skills taught that children are able to apply to new learning situations
Improved attainment for disadvantaged Pupils in the phonics interventions in Y2 and upwards	Phonics attainment tracked through LWLS assessment tracker and catch-up programme. To finish phase 6 for those in receipt of PP and with SEN
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among dis-advantaged pupils
Improve reading attainment for disadvantaged pupils at the end of KS2	Improved reading attainment and expected progress at the end of KS2 for pupils who are disadvantaged closing the gap between them and their peers.
Further improve writing attainment for disadvantaged pupils at the end of KS2.	Improved writing attainment and expected progress at the end of KS2 for

	pupils who are disadvantaged closing the gap between them and their peers.
Improve maths attainment for disadvantaged pupils at the end of KS2.	Improved maths attainment and expected progress at the end of KS2 for pupils who are disadvantaged closing the gap between them and their peers.

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: £1360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain implementation of LWLS SSP Phonics programme Develop LWLS rapid catch up interventions across the school into KS2	Evidence to support the importance of early phonics skills to develop readers. Evidence to support parental engagement supporting learning in pupils. educationendowmentfoundation.org.uk Preparing for Literacy EEF https://www.littlewandlelettersandsounds.org.uk/ https://educationendowmentfoundation.org.uk - working with parents to support children's learning	2,3,5,7,8
Develop LWLS rapid catch up interventions across the school into KS2	Evidence to support the importance of early phonics skills to develop readers. Evidence to support parental engagement supporting learning in pupils. educationendowmentfoundation.org.uk Preparing for Literacy EEF https://www.littlewandlelettersandsounds.org.uk/ https://educationendowmentfoundation.org.uk - working with parents to support children's learning	2,3,5,7,8

To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.	Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. The EEF Guide to the Pupil Premium	1,2,3,5,6,7,8
Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net) www.suttontrust.com What Makes Great Teaching Rosenshine principles	1,2,3,5,6,7,8
Emotional Literacy Support Assistant (ELSA) training in 2026	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Impact-of-ELSA-on-Children-in-Care-Spring-2018 educationendowmentfoundation.org.uk EEF Social and Emotional Learning Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)	4
Release time for KS2 coordinator to support parental engagement through reading workshops for years 4, 5 and 6	https://educationendowmentfoundation.org.uk - working with parents to support children's learning	1,2,3,5,6,7,8

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 tuition	educationendowmentfoundation.org.uk one-to-one-tuition	1,2,3,5,6,7,8
Specifically timetabled targeted group interventions and support	educationendowmentfoundation.org.uk small-group-tuition	1,2,3,5,6,7,8
Teaching assistant deployment and interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,5,6,7,8

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

Budgeted cost: £3520

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide small group nurture intervention sessions Evidence based on accessing learning with improved SEL learning behaviours	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Impact-of-ELSA-on-Children-in-Care-Spring-2018 educationendowmentfoundation.org.uk EEF Social and Emotional Learning	4

	Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)	
To increase the cultural capital and opportunities for children to enhance their education by supporting with costs towards termly trips and visits.	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning. Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)	4,1,6,7
To ensure provision of school milk for disadvantaged pupils in receipt of Pupil Premium funding.	Having school milk in addition to a free school meal can have a big impact on pupils. Being well nourished and hydrated is important in physical health and in supporting concentration and wellbeing. The social element of sharing milk together with peers, just as eating together at lunchtime, is important for a school community.	8
Targeted support at lunchtimes with well being, self-care and self help skills, and social well being skills.	Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net) Social and emotional skills support effective learning and are linked to positive outcomes later in life	4,7

Total budgeted cost: £8,880

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.

Evaluation 2023-2024

Data set for disadvantaged and not disadvantaged for 23-24. Shows that disadvantaged pupils do very well and out perform those children not supported by pupil premium in the Year 4 multiplication check, and KS2 SATS results and assessments. There could be various reasons for this. Children on the SEN register do not cross over with those in receipt of PP. With such small pupil numbers, particularly in KS1 attainment data, both disadvantaged and not disadvantaged the percentages against national can create a limited information narrative. The focus in Scalford school is on the needs of each individual child and support and funding is targeted accordingly.

Nurture group support for example has been targeted at 50% of the children classed as disadvantaged but has also benefitted many children not in receipt of PP. Interventions are targeted at need in a similar way. In pupil surveys and pupils interviews pupils said they felt safe and happy in school and had someone they could talk to.

All children in receipt of PP have made expected progress or better in Reading, Writing and Maths in teacher assessments and our broad aim of elevating reading by embedding and extending the LWLS programme and interventions has been achieved as evidenced in the data for phonics across the school and when comparing disadvantaged children with their peers who are not disadvantaged.

PP has been used to support all those eligible to access the extra curriculum offer with after school clubs and trips being part funded by PP.

High quality teaching CPD was effective at the beginning of the year. This has been postponed and will roll over to next years PP and SDP as the priority was to improve the sequencing of the curriculum. This contributes to HQT in a different way to the intended outcome outlined at the beginning of this statement by ensuring lessons are progressive across the year and knowledge has been built on term by term. This clarity has informed monitoring and enhanced HQT across the school in all subjects.

2023-2024 Attainment Data

Year 1 Phonics

Category	NAT Y1	EXS Y1	NAT Y2	EXS Y2
Cohort	80%	100%		100%
Boys		100%		100%
Girls		100%		100%
Disadvantaged		100%		100%
Not Disadvantaged		100%		100%

KS1

Category	NP	NAT RWM EXS+	RWM EXS+	NAT RWM GDS	RWM GDS	NAT REA EXS+	REA EXS+	NAT REA GDS	REA GDS	NAT WRI EXS+	WRI EXS+	NAT WRI GDS	WRI GDS	NAT MAT EXS+	MAT EXS+	NAT MAT GDS	Maths GDS
Cohort	5	56%	60%	6%	0%	68%	60%	19%	40%	60%	60%	8%	0%	70%	80%	16%	20%
Boys	3	52%	67%	6%	0%	65%	67%	17%	33%	54%	67%	6%	0%	71%	100%	19%	0%
Girls	2	61%	50%	7%	0%	72%	50%	21%	50%	66%	50%	10%	0%	70%	50%	13%	50%
Disadvantaged	2	56%	50%	6%	0%	68%	50%	19%	0%	60%	50%	8%	0%	70%	50%	16%	0%
Not Disadvantaged	3	61%	67%	7%	0%	73%	67%	22%	67%	65%	67%	10%	0%	76%	100%	19%	33%

Year 4 Multiplication Check

Category	NP	NAT 24+	24+	NAT 25	25	National Average Score	Average Score
Cohort	11	41%	55%	28%	45%	20.20	18.82
Boys	8	43%	38%	31%	25%	20.40	16.50
Girls	3	40%	100%	28%	100%	19.90	25.00
Disadvantaged	2	30%	100%	21%	100%	18.30	25.00
Not Disadvantaged	9		44%		33%	20.90	17.44

KS2

Category	NAT RWM EXS+	RWM EXS+	NAT RWM GDS	RWM GDS	NAT REA EXS+	REA EXS+	NAT REA GDS	REA GDS	NAT WRI EXS+	WRI EXS+	NAT WRI GDS	WRI GDS	NAT MAT EXS+	MAT EXS+	NAT MAT GDS	MAT GDS
Cohort	61%	67%	8%	11%	74%	78%	28%	44%	72%	67%	13%	11%	73%	78%	24%	22%
Boys	56%	67%	7%	17%	70%	83%	27%	50%	65%	67%	10%	17%	73%	83%	27%	17%
Girls	63%	67%	10%	0%	76%	67%	31%	33%	78%	67%	10%	0%	72%	67%	21%	33%
Disadvantaged	61%	100%	8%	0%	74%	100%	28%	100%	72%	100%	13%	0%	73%	100%	24%	0%
Not Disadvantaged	66%	57%	10%	14%	78%	71%	34%	29%	77%	57%	16%	14%	79%	71%	28%	29%

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
Phonics	Little Wandle Letters and Sounds

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.