

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Scarning Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/ 2025
Date this statement was published	3/12/21
Date on which it will be reviewed	3/12/22
Statement authorised by	N.King (Headteacher)
Pupil premium lead	S.Howell (Deputy Headteacher)
Governor / Trustee lead	N.Thompson (Lead for disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,180
Recovery premium funding allocation this academic year	£11,165
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	£123,345

Part A: Pupil premium strategy plan

Statement of intent

Scarning VC Primary School is a growing, rural two-from entry school on the outskirts of a busy, developing town in Norfolk. Rapid growth has brought with it new challenges, some of which are detailed below. Some of these challenges have also been exacerbated by two years of intermittent school closures, with attainment in reading, as well as ensuring the positive wellbeing and mental health for all our pupils, being two particular areas of focus.

At Scarning we aim to ensure all pupils can achieve high outcomes and make good progress over the course of their time with us at Scarning Primary School. This should be regardless of background or circumstances, and we work hard to explore and overcome any barriers that may exist for disadvantaged learners.

Our first point of call when ensuring quality education for all our learners is to ensure all our teachers are well trained and equipped to deliver a quality curriculum. While this will include an array of different academic and pastoral focuses, a certain priority will be on metacognition and learning behaviours, as it is widely observed across the school that these were impacted as a result of the two national lockdowns. Reading will also be a focus area for training and further professional development for both teaching and support staff given this was an area that was also significantly impacted during school closures. A new approach to the teaching of reading comprehension will be adopted in KS2 alongside extending the capacity for interventions and PiXL therapies. Approaches such as pre-teaching and explicit vocabulary exploration will be vital.

Our strategy will also focus on supporting pupils to 'catch up' after long periods of lost learning. While great efforts were made to support pupils online through live lessons, and participation was good, 1:1 conferencing in writing, as well as small group reading and phonics interventions will play a pivotal role in ensuring pupils are given extra time to embed their knowledge and skills in these areas. There are growing concerns about barriers to speech and language development amongst our younger pupils and therefore training on the Nuffield Early Language Intervention will ensure its implementation as an intervention is successful.

A growing pastoral team will also hopefully help counter the unique obstacles and hurdles that have manifested over the course of the last two years. The lockdowns have presented children with an array of difficult circumstances and we aim to ensure our pupils and their families are well supported with their

mental health and wellbeing, so that they are vibrant and ready to learn when they come through the school gates in the morning. This support will range from bespoke and unique behaviour management strategies, to drawing therapies and 'time to talk' to ensure pupils are given the best opportunity to enjoy and relish the opportunities of school.

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for pupil premium engaged less with home learning during the two school closures over the past two academic years (school base tracking demonstrated this amongst our own cohorts). Significant gaps in knowledge and skills have appeared, particularly around reading fluency and comprehension. Gaps in knowledge of maths has also been exacerbated which have impacted pupils' abilities to problem solve and reason.
2	Reading comprehension strategies appear weaker for pupils who are eligible for pupil premium. Pupils at times find it difficult to construct responses to questions. Limited language knowledge impairs this. A strong reading culture appears less developed in PP children, particularly across KS2.
3	Learned helplessness, and a lack of autonomy are two particular observed effects of the past two years with pupils learning from home. Discussions from pupil progress meetings based on call observations demonstrate this. Pupils are less willing to take risks in their learning, are more hesitant to share ideas and lack the autonomy to edit and review their work which had become a point of celebration within the school pre-school closures.
4	Further support needed for pupils experiencing difficult events within home-life, impaired mental health, as well as general wellbeing. We recognise that pupils learn best when they are happy and feel well supported. Access to bespoke, immediate support will aim to ensue all pupils are offered the opportunity to be reassured and helped in moments of need. There has been an increase in the number of pupil displaying impaired wellbeing and negative mental health across the school, as well as an increase in the number of EHAPs.
5	Assessments and observations demonstrate a growing trend of pupils who are disadvantaged presenting with underdeveloped oral language skills and vocabulary knowledge. While it is not isolated to the Early Years, the observation of this trend has been more stark at the lower end of the school, and further support in this area is needed: both with speech and language, and with phonics.

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
1) Further capacity for intervention will take place across the school, with a focus on phonics in KS1 and reading comprehension strategies in KS2. PiXL will continue to be used as an assessment programme, with thorough question level analysis taking place. Staff training will	Progress for reading across the school will rise from -0.4 to at least -0.1. Those pupils eligible for pupil premium will see this progress gap close to the same number, up from -0.3. This will end a negative trend for progress in reading

<p>include a focus on using the therapies more closely and this will be undertaken by our new reading lead and the Y6 team who have used them successfully. Increased use of therapies and interventions will also take place for maths, but the focus will be on reading comprehension strategies.</p> <p>The Fisher Family Trust Lightning Squad tuition programme will also be initiated.</p>	<p>since March 2020, prior to the lockdowns when the whole school progress figure in reading was -0.1.</p> <p>Observations from teachers and support staff will show pupils reasoning more confidently, in maths and in reading. Pupils will be able to use their knowledge to solve problems and answer questions more confidently, and will recognise where errors and mistakes become learning opportunities.</p>
<p>2) Greater consistency in teaching reading comprehension strategies will be achieved in KS2 amounting to</p> <p>Greater outcomes in reading for both pupils eligible for pupil premium as well as the not eligible.</p>	<p>Observations by senior leadership team members will demonstrate a greater consistency of teaching reading comprehension strategies across the KS2 team. Pupils will be offered time to verbalise and explain their reasoning to other pupils, which in turn models good practice and language. Explicit teaching of vocabulary will also be a steadfast feature not just of the reading lessons themselves, but of teaching in all curriculum areas.</p> <p>Reading interventions will also demonstrate a consistent approach in using PiXL therapies in response to thorough QLAs undertaken.</p>
<p>3) The school will revise its feedback policy early on in September 2021 in line with the EEF guidance on feedback and marking, and in line with work undertaken by the school on metacognition continues be explored through the school due to the restrictions over the past two years. Staff will have further training on metacognition and learning behaviours as training from two EEF Research School programmes is cascaded.</p>	<p>The percentage of pupils eligible for pupils premium receiving a judgment of positive behaviour for learning will increase from 81.6 % to at least 89%, in line with pupils not eligible for pupil premium.</p> <p>Pupils will become increasingly autonomous in planning, evaluating and editing their work. Modelling from class teachers will be a staple part of most lessons, followed by examples of evaluation and editing. Year 6 pupils will demonstrate this autonomy and this should be evident in the work they produce with editing and reflections made by pupils clearly visible.</p>
<p>4) Further support implemented for pupils experiencing difficult events within home-life. This will include the development of a wider pastoral team including an inclusion lead and medical lead.</p>	<p>To continue to maintain last year's success of increasing the percentage of pupils eligible for pupil premium achieving good or outstanding behaviour within the school community – currently 87.5%. A new target of at least 90% is given.</p> <p>For certain pupils experiencing high need, progress and outcomes will be tracked closely by a range of adults in different positions across the school. This will ensure all barriers to learning are explored thoroughly and that all support available is offered. This will be done through 'personal education plans' as well as through pastoral meetings and leadership meetings.</p>
<p>5) Talk Boost and NELI (Nuffield Early Language Intervention) for 4 staff members. This will be delivered in both Early Years and in Y1 through structured, regular interventions.</p>	<p>Baseline assessments will determine targets for future success. These will be updated once the baselines have taken place. A second assessment is undertaken at the end of the programme to measure progress.</p>

	<p>During the intervention programme, referrals for further, external speech and language support may be made if deemed appropriate due to a lack of progress being made.</p> <p>Pupils who are successful in the intervention will grow in confidence when using speech. They will begin to contribute in class discussions more, will interact with peers more socially, and will gain a better understanding of social cues including better use of receptive language and expressive language.</p>
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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: £7493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue subscription to PiXL Education Suite	<p>Reading comprehension strategies, and in PiXL terms, therapies, are proven to be useful in promoting pupil progress. In particular, close diagnosis of particular reading difficulties is needed to be effective and the PiXL assessment package, QLA, and related therapies help forensically address specific concerns.</p> <p>EEF Reading Strategies</p> <p>Our own evidence and data since joining the PiXL cohort has shown an increase in reading outcomes for pupils in KS2, and for pupils eligible for pupil premium in KS2, due to the above reason.</p> <p>PiXL also offers close leadership and teacher development support through visits and conferences, helping raise teacher standards and ensure our pupils benefit from quality first teaching.</p>	1,2,3
<p><i>To embed metacognitive strategies within the curriculum, particularly in reading, writing and maths- staff training and curriculum subject lead time to evaluate current practice across curriculum</i></p>	<p>Metacognitive strategies, including the use of modelling thought processes aloud, and modelling the planning and reviewing of tasks is a highly powerful approach in supporting pupils plan, evaluate and edit their work more autonomously.</p> <p>Teachers will model how to plan, evaluate and edit writing, art, projects and performances across the curriculum which will become embedded practice amongst our older KS2 pupils.</p> <p>'Austin's Butterfly' is a good example of how this practice works in art and</p>	1,2,3,5

	<p>further examples will be explored in physical education, writing and science to ensure pupils identify efforts to improve their outcomes themselves.</p> <p>The aim is therefore to provide pupils with the strategies to gain independence amongst 'learned helplessness' and to support pupils to seek out their own opportunities for improving and developing their learning.</p> <p>EEF Metacognition</p>	
<p><i>VNET support with curriculum leads including a review of reading curriculum</i></p>	<p>A comprehensive review of the reading curriculum by a VNET associate will help ensure the school's teaching, curriculum design and assessment embed the modelling of reading comprehension strategies. Support for subject leads in writing, maths and science will also ensure staff are equipped with up-to-date research based quality practice.</p> <p>EEF Reading Strategies</p>	<p>1,2,3</p>

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

Budgeted cost: £35,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of TA and teacher led tutoring / intervention groups across KS1 and KS2</i></p> <p><i>Includes use of National Tutoring Programme</i></p>	<p>One to one, and two to one tuition is proven to have a significant impact on pupil progress, particularly when it is built upon current learning. In Y5 & 6, writing conferencing will take place for a number of pupils. This will be combined with a metacognitive modelling that is also proven to be highly effective. This will be led by qualified teachers.</p> <p>EEF Tuition EEF Metacognition</p> <p>Elsewhere in the school, small groups consisting on average of three pupils to one adult will focus on explicit interventions in maths, reading, phonics and handwriting. Again, they will be linked to current gaps identified in learning, particularly in light of the lost learning as a result of school closures.</p> <p>EEF Teaching Assistant Intervention</p>	<p>1,2,5</p>
<p><i>Oral, speech and language interventions will run in EYFS and in Y1- includes training for staff (NELI)</i></p>	<p>A range of evidence suggest high impact when running speech and language interventions that are targeted when complimenting daily class practice.</p> <p>Nuffield Early Language Intervention</p>	<p>5</p>

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

Budgeted cost: £ 45,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding pastoral team</i>	<p>An integral part of the pastoral team is our ELSA trained family liaison who offers emotional and social support to our pupils in need. It is a proven model supported by educational psychologists and provides. Trends in ‘time to talk’ sessions are shared with the RSHE lead and wider pastoral team including the inclusion lead so that individual support compliments and the work of learning in class, and vice versa.</p> <p>ELSA EEF Social and Emotional Support</p> <p>Our own experience and case studies show increased pupil engagement and attendance, particularly for those pupils at time of crisis bespoke, individualised support and emotional literacy support work.</p>	1,4

Total budgeted cost: £ 88, 671

Other Costs: £ 21, 701

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 2020 to 2021 academic year.

Internal data and teacher assessments show that the two periods of school closures had a significant impact on pupils' learning despite efforts to support the children with live lessons via zoom. Data from Spring 2020 (prior to the first lockdown) show pupils eligible for pupil premium were making good progress in writing and maths, and making greater progress than their peers not eligible for pupil premium. Qualitative data and discussions arising from pupil progress meetings indicate a few strands worth noting. Writing conferencing was proving to be particularly powerful for our older pupils in KS2, as were the PiXL interventions and therapies. These took place due to increased capacity in teaching assistant support. Come the end of the academic year in 2021, progress diminished amongst those eligible for pupil premium and those not eligible for pupil premium, particularly in reading for both groups of pupils. This has spurred a further project on ensuring consistency in this area including teacher and teaching assistant training and continued and wider use of the PiXL therapy package.

Progress from KS1 to KS2			
<i>Spring 2020 (Just prior to the first lockdown)</i>	Reading	Writing	Maths
Pupils eligible for Pupil Premium	0	0.3	0.3
Pupils not eligible for Pupil Premium	-0.1	0	0
<i>July 2021 (Just prior to the first lockdown)</i>	Reading	Writing	Maths
Pupils eligible for Pupil Premium	-0.3	-0.2	0
Pupils not eligible for Pupil Premium	-0.4	0	-0.2

*In-house school data based on own 'point in time assessment' system

Some work on improving pupils learning behaviours had taken place, including reviewing the concepts behind 'Austin's Butterfly' and Metacognition. While in-house training became limited and the project on metacognition ceased as a result of school

closures, teaching and teaching support staff were provided with multiple training CPD opportunities throughout to further their understanding and knowledge of how best to support of pupils. This included training on attachment and trauma as well as strategies on how best to support pupils experiencing the effects of problems in these areas; various EEF guidance reports; online training from White Rose Maths; and various training modules from the SEN hub. While not as initially planned, all aspects of training contained elements on supporting pupils in developing autonomy in their learning.

Internal data demonstrates a positive return for pupils after the second lockdown. Pupils learning behaviours remain strong, though it is noted that the percentage of pupils eligible for pupil premium judged to have good or great learning behaviours is currently at 80% (Nov 21) with this figure being 90% for their non-pupil premium eligible peers. Many of the observations around this difference focus around less desire and enjoyment for reading, which we recognise has implications for progress across all areas of the curriculum. Moving forward, further development of the school Kindle Library will be explored as well as conducting interviews and focus groups with children to instigate what more can be done to develop a greater love for reading.

Externally provided programmes

Programme	Provider
PiXL Network	
ELSA Support	
VNET Support	

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?	Our family liaison (ELSA) and inclusion leads are part funded through service pupil premium. Their roles ensure we are able to provide emotional and wellbeing support to pupils who transition to our school, but equally who may be transitioning away from our school. Further to this, the support is there to help support pupils and their families through the unique challenges that are presented to forces families such as managing and maintaining

	<p>wellbeing through significant periods of time where a family member may be serving abroad or away from the family home.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Observations from class teachers, the senior leadership team, pastoral team, and families alike note and appreciate the importance of the support provided. Both the family liaison and inclusion lead act as constants that support the children throughout their time at school and thus develop a strong rapport and deep knowledge of them.</p> <p>A number of case studies highlight the important of this work.</p>

Further Information

