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	Scarning Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 – 2027/ 2028
Date this statement was published	10/12/24
Date on which it will be reviewed	1/7/25
Statement authorised by	N.King (Headteacher)
Pupil premium lead	S.Howell (Deputy Headteacher)
Governor / Trustee lead	Amy-Beth Elson (Lead Governor for Disadvantage Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,880
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,881
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	£156,951

Part A: Pupil premium strategy plan

Statement of intent

Scarning VC Primary School is a rural two-from entry school on the outskirts of a busy, developing town in Norfolk. The school has consistently been two form-entry for the past 6 years, having sustained a period of rapid growth prior to that. The school has consistent and experienced staff, the majority of teachers whom have been in post for at least 5 years.

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 primary school. This should be achieved regardless of background or circumstances, and we work hard to explore and overcome any barriers that may exist for disadvantaged learners. Termly Pupil Progress meetings are held with teachers to explore and review support.

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. While significant time has passed since the Covid 19 era, we remain curious about the impact the lockdowns could have had on our youngest pupils, many of whom spent their first and early years in isolation. We remain curious about the impact that this has seemingly had on the speech and language development of our youngest pupils, but also on the wellbeing and support networks our pupils' parents in those vital early first years.

Our strategy notes the identification of a decline in standards of sentence construction, both written and spoken. Oracy has become a focus for the school, and we seek to review how we support our pupils to hold meaningful and well-articulated dialogues and conversations.

A growing pastoral team will also hopefully help counter the unique obstacles and hurdles our families face. Public services within our rural setting are seemingly more stretched than ever which affects both our pupils but also their families. 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	In house data suggests our disadvantaged pupils do less well in writing, than in reading and maths. This is mirrored in our end of KS2 assessment results. Discussions with teachers suggest that use of vocabulary, and subject formality are largely areas of strength, but that stamina, accurate sentence construction, and cohesion across sentences are areas of weakness.
2	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 pupils displaying impaired wellbeing and negative mental health across the school, as well as an increase in the number of EHAPs.
3	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. A lack of enjoyment of reading, and reading at home, is deemed a related and contributing factor.
4	Disadvantaged pupils are making less progress in maths across KS2, than in reading and writing. Retention of key maths knowledge is often not secure, and reasoning skills are weaker than arithmetic skills.

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) A review of the writing curriculum will take place with expert support from VNET Education Support alongside the school's senior leadership team. The review will also see staff trained on the end of KS2 standard more thoroughly, as well as an introduction of writing exemplars and standard indicators for all year groups.	A review at 3 separate points within the first year, as well as within the second year of the strategy, will show greater consistency across the teaching of writing across KS1. The curriculum will be adapted to place greater focus on oracy and sentence construction in the early years and KS1. In house writing data will show those deemed as writing are the 'age related expected' standard will rise from 64% currently (Nov 24) to at least 70%.
1) Writing conferencing for UKS2 pupils will be successfully implemented.	Writing conferencing (1:1 reviewing / editing & modelling) focused around the principles of metacognition will take place for selected pupils in Y5 & 6 weekly. These sessions will range from 15- 20 minutes and will support pupils in accurate sentence construction and writing cohesion. Pupils eligible for pupil premium will see their results climb from 44% (3 year average) to at least 60% by the next 3 years.
2) Further support implemented for pupils experiencing difficult events within home-life. This will include further embedding the recent development of a wider pastoral team including an inclusion lead and medical lead, and providing continued high-quality training and mentoring for pastoral staff.	The success of pupils eligible for pupil premium behaviour assessments has seen the figure rise from 87% to 93% over the past 3 years. This positive percentage will be maintained over 90+ moving forward. 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.
3) Talk Boost and Phonics interventions will be offered across EYFS, KS1 and KS2.	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. During the intervention programmes, referrals for further, external speech and language support may be made if deemed appropriate due to a lack of progress being made. 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.
4) PiXL 'therapies' will be used to support pupils with core elements of the maths curriculum	PiXL assessments will be used to identify areas of weaker knowledge amongst pupils. From this point, PiXL therapies will be undertaken by pupils, led by teaching assistants across KS2. Results for pupils eligible for pupil premium will rise from 60% as a whole school average, to 70% as a result. KIRFs (Key Information Recall Facts) will become part of daily maths lessons, and staff will be trained and implement successful retrieval opportunities.

Activity in this academic year (24 – 25)
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: £16,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue subscription to PiXL Education Suite	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. EEF Reading Strategies Maths therapies too will be utilised. Such close group interventions will allow teachers and teaching assistants to more closely observe, unpick, and correct misconceptions in maths early. Such opportunities too will build in more opportunities for recall of key facts and information, in turn embedding knowledge within long term memory. EEF Maths 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 reasons. 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.	1,4
To ensure staff are trained on link between oracy and metacognition within the primary curriculum, with particular	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,	1, 4

relevance on how both support pupils' writing.	evaluate and edit their work more autonomously. 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. 'Austin's Butterfly' is a good example of how this practice works in art and further examples will be explored in physical education, writing and science to ensure pupils identify efforts to improve their outcomes themselves. 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. In house evidence has shown a growing weakness in sentence construction, yet where this has become the focus of lessons, stark improvements have been made. This has led us to take the action of reviewing the entire writing curriculum, so that weaker strands can become the priority and strategies embedded to support pupils in these. EEF Metacognition	
VNET to support curriculum leads including a review of the writing curriculum	A comprehensive review of the writing curriculum by a VNET associate will help ensure the school's teaching, curriculum design and assessment strategies work to achieve the best outcomes for our pupils. Pedagogical approaches that aid pupils with their spoken and written sentence construction will be explored and shared with all teaching staff. This will build on the metacognition work already implemented such as modelling of internal voice, and self-reflection and editing skills. Support for subject leads in writing, maths and science will also ensure staff are equipped with up-to-date research based quality practice, which will then	1,3

	be relayed to staff through professional development meetings, pupil progress meetings, and one to one observations and coaching. Coaching will be offered to all teaching staff . EEF Metacognition	

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

Budgeted cost: £64291

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TA and teacher led tutoring / intervention groups across KS1 and KS2 including writing conferencing in UKS2, as well a therapies for reading and maths in KS2	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. EEF Tuition EEF Metacognition EEF One to One Tuition 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. EEF Teaching Assistant Intervention As noted above, prior success with PIXL therapies in reading will see us adopt similar small group teaching assistant led interventions in maths too.	1, 4
Oral, speech and language interventions will run in EYFS and KS1 and KS2, as well as appointing a teaching assistant to lead on additional phonics support in KS1.	A range of evidence suggest high impact when running speech and language interventions that are targeted when complimenting daily class practice. Nuffield Early Language Intervention Additional phonics sessions will run which build on the work of lessons in the mornings. EEF Phonics Lego therapy will also be implemented for a range of pupils across the school	3

	which will develop pupils social, teamwork, and oral language skills Oral Language Interventions Lego Therapy	

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

Budgeted cost: £ 43,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding pastoral team	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 pupils with bespoke support. Trends in 'time to talk' sessions are shared with the RSHE lead and wider pastoral team so that individual support compliments and the work of learning in class, and vice versa. ELSA EEF Social and Emotional Support Our own experience and case studies show increased pupil engagement and attendance, particularly for those pupils at time of crisis due to the bespoke, individualised support and emotional literacy support work that takes place.	2
School Librarian / reading mentor (2022)	During a pupil voice forum focused on reading, many of our pupils eligible for Pupil Premium discussed feeling 'lost' when exploring the school library and 'overwhelmed'. Many also explained that they are often too busy to read at home, or that they get distracted by other hobbies. A new librarian / reading mentor role has been created to support teachers in supporting and tracking some of our pupils who have expressed a reluctant attitude towards reading.	1, 3

Total budgeted cost: £ *124,318*

Other Costs*: £* 31,632

This includes:

- Project box resources and artefacts for religious education
- Revision books for our UKS2 pupils
- Additional phonics reading scheme books
- Updating dyslexia friendly aspect of the school library
- Staff CPD library books
- Books for the school online library
- Graphic Novels Library development
- Part funding for trips/ residentials & music lessons
- Wider curriculum and pastoral professional development
- Part funding sports apprentice
- School based subscriptions (IDL / Maths Shed/ MyMaths/ Spelling Shed / Times Table Rocks Stars / Testbase / Phonics Tracker etc.)
- Online Safety Newsletter Resources
- Lego Speech Therapy Resources

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.

Results 2024

- EYFS GLD 72 % (54% Pupil Premium)
- Y1 Phonics 82% (86% Pupil Premium)
- KS2 Reading 64% (44% PP, 71% NPP) Writing 70% (56% PP, 75% NPP)
  Maths 59% (38% PP, 67% NPP)

We continue to see the fruits of a revised approach to the teaching of reading across the school with the successful implementation of a revised reading curriculum in KS2, and the early implementation of a new phonics programme. Both continue to be thoroughly monitored by the senior leadership team, with coaching for teachers and support staff where necessary.

While the reading results for KS2 last year were lower than the previous 2 years results, results at the end of KS2 were generally lower across reading, writing and maths, both for our pupils eligible for pupil premium and our non pupil premium pupils. As we reflect on these, it is noted that significant work took place to place to encourage more positive learning behaviours amongst the cohort, given it was recognised that these were not as strong as other cohorts. In house data suggest results are much more positive throughout the rest of the school, and suggest results at the end of KS2 should be more positive in 2025. The cohort did benefit disproportionally from the pastoral and ELSA support funded from pupil premium. Much work was done to support attendance, wellbeing, and positive learning within school through such provision.

Phonics results in Y1 were strong for both our non -pupil premium and our pupil premium pupils. This indicates a successful implementation of the phonics programme (Supersonic Phonic Friends) as well as the phonics intervention programme.

Observations show a consistent improvement of behaviour within the school community with the percentage of pupils eligible for pupil premium demonstrating good behaviour the majority of the time at 93%. Behaviour for learning has climbed further to 85% (up from 80 % last year) of those pupils eligible for pupil premium deemed to be having strong learning behaviours. This demonstrates a generally strong picture. Conversations with pupils also highlight the importance of our family liaison support in helping pupils cope through periods of turbulence, difficulty and hardship.

Strong pastoral support remains a key priority for the school. This support is regularly reviewed in both pastoral and safeguarding meetings to ensure efficient coordination of the various support structures in place. There is a clear need for this and this particular link between home and school is proving vital in continually exploring solutions to an array of difficulties which both directly and indirectly impact on some of our pupils' health and wellbeing.

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 / Emotional Literacy Support Assistant / Senco Assistant role is part funded through service pupil premium. This roles ensures 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 wellbeing through significant periods of time where a family member may be serving abroad or away from the family home.
What was the impact of that spending on service pupil premium eligible pupils?	Observations from class teachers, the senior leadership team, pastoral team, and families alike note and appreciate the importance of the support provided. Our family liaison acts as a constant support for the children throughout their time at school and thus develops a strong rapport and deep knowledge of them. A number of case studies highlight the important of this work.