



Pupil premium strategy statement 2025-2027

This statement details our school's use of pupil premium 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
Scamblesby Church of England Primary School	
Number of pupils in school	55
Proportion (%) of deprivation pupil premium eligible pupils	Actual 34.5% (19)
Proportion (%) of Looked after eligible pupils	0
Proportion (%) of Post Looked after eligible pupils	3.6% (2)
Proportion (%) of Service children	0
Academic year/years that our current pupil premium strategy plan covers	2025 - 2027
Date this statement was published	10/12/2024
Date on which it will be reviewed	1/12/2025
Statement authorised by	Mrs Ceri Tacey
Pupil premium lead	Mrs Ceri Tacey
Staff consulted	Miss Jess Neal
Governor / Trustee lead	Mr Norman Taylor

Funding overview

Detail	Amount
Deprivation Pupil premium funding allocation this academic year	£ 28,120 (19 x 1480)
Looked After Children funding allocation this academic year	£0
Post Looked After funding allocation this academic year	£ 5140 (2 x 2570)
Service Children funding allocation this academic year	£ 0

Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 12771 (@April 2024)
Looked After Children funding carried forward from previous years (enter £0 if not applicable)	£ 0
Post looked after funding carried forward from previous years (enter £0 if not applicable)	£ 1365 (@April 2024)
Service children funding carried forward from previous years (enter £0 if not applicable)	£ 3975 (@April 2024)
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	£ 51,371

Part A: Pupil premium strategy plan

Statement of intent

Scamblesby, shaping our futures together.

In our small church school, each person is **known** and **valued**. Together, we offer **challenge** and **support** so that **every person can thrive**.

Through our **inspiring**, **inclusive** and **aspirational** curriculum, every child is supported to **flourish academically and spiritually**.

We recognise and seek to understand the uniqueness of each person. We encourage everyone to develop **resilience** and **independence** so that we can **live well together**.

Scamblesby, shaping our futures together.

Our pupil premium strategy aims to support our disadvantaged children in achieving these outcomes. We also consider other vulnerable pupils in this strategy and the activities outlined in this strategy are intended to ensure all needs are met.

‘Quality First Teaching’ is the basis of our approach, with a focus on professional development for all staff in order that they understand the particular needs of our disadvantaged groups and keep up to date with the latest research and methods.

Training includes annual training on safeguarding, attachment, behaviour as communication, trauma informed behaviour and sensory needs. Children from disadvantage backgrounds are supported with regular reading opportunities with staff, sharing books, exposure to high quality texts through the Power of Reading and Little Wandle and high quality resources for mathematics and phonics.

Our strategy also includes targeted intervention for those children who are most disadvantaged by a variety of circumstances, including ELSA sessions, sensory circuits and Little Wandle Catch Up.

Pastoral care and support is at the heart of our small school and this is especially poignant for some of our vulnerable and disadvantaged pupils. We use a variety of wellbeing strategies, including increased staffing at lunchtime, welcome groups, friendship groups, nurture groups and Mood Tracker to monitor and support well-being. We also offer experiences to ensure that our vulnerable and disadvantaged children get access to the same life experiences as others, including local visits, music events, visits to historic sites, trips to outdoor and adventurous camps, school sleep-overs.

In order to ensure good progress and the closing of gaps we track, monitor and assess pupils closely through external assessment and through formative assessment and tracking in school. Pupils are involved in their own self-assessment as well as being monitored by class teachers and subject leaders. This enables us to respond quickly and effectively to support effective progress for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, tracking and monitoring of subject areas has identified gaps for these children in: spelling, reading, editing, handwriting and general 'test readiness' in Year 6.
2	Trauma informed and challenging behaviour is common amongst several children in these groups, as well as increased sensory needs.
3	Children in these groups have some additional challenges to their emotional well-being and they benefit from nurture groups and emotional support.
4	Our Post LAC children have increased need for consistency, routine and learning support from trusted adults and key people in school.
5	Several of the children in these groups have needed to use the services of an independent children's counsellor.
6	Several of the children in these groups have needed to use the services of a specialist teacher to access detailed assessments to be able to target adaptations, additional support and intervention effectively.
7	Some of these pupils do not have the same opportunities for visits and experiences as other pupils.

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
Ensure that Quality First Teaching is at least good and the curriculum is broad and balanced throughout the school. The gaps in learning are identified quickly and appropriate intervention is provided when needed.	Children receive a broad and balanced curriculum with high quality resources, appropriately sequenced and in a suitable environment for attention and learning. Gaps are identified quickly and interventions are put in place.
Support the well-being of pupils and enable	Pupils feel supported by school and by

them access to appropriate support.	school staff. They feel safe at school and have the confidence to talk about their feelings. Children needing additional support are referred in a timely manner. Staff are trained in responding to sensory needs and trauma informed practice.
Support the personal development of individual children through educational visits and experiences and ensure pupil premium pupils have equal access to these experiences.	All pupils have equal access to educational visits, trips and residential visits.
Professional development is a priority for developing methods to support pupils who experience difficulties with their learning.	Vulnerable and low ability children receive appropriate support and interventions to ensure the best outcomes possible, their progress is regularly monitored.
Reading is prioritised across the school and particularly in early reading and development of phonics skills in EYFS and Year 1. Resources used and professional development and support for staff is of high quality.	All pupils have access to high quality phonics and reading teaching and resources. Progress of pupils in reading is good.

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: £ 43,856.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA training for 2 staff</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions £1910	2, 3, 4
<i>Little Wandle Phonics and Reading resources across school</i>	Data shows that attainment in Phonics is not yet in line with the Local Authority or National figures. Our disadvantaged pupils continue to have a gap between their attainment and those of other pupils. £8438	1
<i>Maintaining supply teacher to end of year for Year 5 and 6</i>	Keep continuity for PLAC pupil to the end of the school year following long term illness of Class Teacher £13,635	4
<i>Additional LSA support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions £19021.91	1, 2, 3, 4
<i>CLPE Power of Reading Strategy</i>	https://clpe.org.uk/ Evidence of the impact of The Power of Reading techniques in promoting a love of reading. £100	1
<i>Active Spelling</i>	Active Spelling Impact research: https://www.leadtshublincs.co.uk/news/?pid=9&nid=1&storyid=10 £450	1
<i>Mental Health First Aid Training</i>	1 member of staff completed LIVES MHFA Training £299	3

<i>Senior Mental Health Lead Training</i>	Place to Be Training for 1 Staff Member £880	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7824

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dyslexia Digs</i>	6 assessments for pupils using specialist teacher assessment £1980	1, 6
Chrome books for Reading Plus	£3188	1
Reading Plus	https://www.readingplus.com/efficacies/ £1656	1
Purchase of assessment materials to increase 'test readiness' in a formal situation for Year 6	Approx. £1000	1

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

Budgeted cost: £ 3485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CASY Counselling</i>	£1680 for 6 pupils to receive 6 weeks of counselling each.	3
<i>Transport (for visits)</i>	£180	7
<i>Visits</i>	Residential £120	7
<i>Well-being tracker</i>	£360 for Mood Tracker	
<i>Family attachment therapy</i>	Fortis Therapy sessions £325	3
<i>Den Building Kit</i>	£120	3
<i>My Concern Safeguarding Record Keeping system</i>	£300	

<i>Theatre Visit</i>	£400	3, 7
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Total budgeted cost: £ 55,165.5

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.

Pupil attainment for 2024 EYFS	<table><tr><td rowspan="7">3140</td><td rowspan="7">Scamblesby CE Primary School</td><td>Cohort¹</td><td>8</td><td>10</td><td>7</td><td>6</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>-</td><td>-3</td><td>-1</td><td></td><td></td><td></td></tr><tr><td>Good Level of Development²</td><td>54.3%</td><td>70.0%</td><td>42.9%</td><td>50.0%</td><td></td><td>-30.5%</td><td>+6.9%</td></tr><tr><td></td><td></td><td>-</td><td>-27.1%</td><td>+7.1%</td><td></td><td></td><td></td></tr><tr><td>Average no. of ELGs at expected level per child</td><td>14.9</td><td>15.9</td><td>13.9</td><td>14.8</td><td></td><td>-2.0</td><td>+0.8</td></tr><tr><td></td><td></td><td>-</td><td>-2.0</td><td>+0.9</td><td></td><td></td><td></td></tr><tr><td>All Goals: At expected</td><td>54.3%</td><td>70.0%</td><td>42.9%</td><td>50.0%</td><td></td><td>-30.7%</td><td>+7.1%</td></tr><tr><td></td><td></td><td></td><td>-</td><td>-27.1%</td><td>+7.1%</td><td></td><td></td><td></td></tr><tr><td>Prime: At expected</td><td>81.6%</td><td>90.0%</td><td>71.4%</td><td>83.3%</td><td></td><td>-19.3%</td><td>+11.6%</td></tr><tr><td></td><td></td><td></td><td>-</td><td>-18.6%</td><td>+11.9%</td><td></td><td></td><td></td></tr><tr><td>Specific: At expected</td><td>59.0%</td><td>70.0%</td><td>57.1%</td><td>50.0%</td><td></td><td>-16.6%</td><td>-7.1%</td></tr><tr><td></td><td></td><td></td><td>-</td><td>-12.9%</td><td>-7.1%</td><td></td><td></td><td></td></tr></table> EYFS GLD has increased by 7.1%	3140	Scamblesby CE Primary School	Cohort ¹	8	10	7	6						-	-3	-1				Good Level of Development ²	54.3%	70.0%	42.9%	50.0%		-30.5%	+6.9%			-	-27.1%	+7.1%				Average no. of ELGs at expected level per child	14.9	15.9	13.9	14.8		-2.0	+0.8			-	-2.0	+0.9				All Goals: At expected	54.3%	70.0%	42.9%	50.0%		-30.7%	+7.1%				-	-27.1%	+7.1%				Prime: At expected	81.6%	90.0%	71.4%	83.3%		-19.3%	+11.6%				-	-18.6%	+11.9%				Specific: At expected	59.0%	70.0%	57.1%	50.0%		-16.6%	-7.1%				-	-12.9%	-7.1%			
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Pupil attainment for 2024 KS2 end of KS Assessments	 KS2 Trend (DfE) <table><tr><th rowspan="2">Estab. No.</th><th rowspan="2">Establishment</th><th rowspan="2">Indicator</th><th rowspan="2">Cohort 2024</th><th rowspan="2">Average of Years</th><th colspan="3">Values (& YoY* vs Self)</th></tr><tr><th>2022</th><th>2023</th><th>2024</th></tr><tr><td></td><td></td><td>Reading ≥ Exp. Std.</td><td>8,286</td><td>70.5%</td><td>71.1%</td><td>70.1%</td><td>70.3%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>+2.2% pts</td><td>-1.0% pts</td><td>+0.2% pts</td></tr><tr><td></td><td></td><td>Writing TA ≥ EXS</td><td>8,279</td><td>68.5%</td><td>66.0%</td><td>69.7%</td><td>69.8%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>-10.9% pts</td><td>+3.7% pts</td><td>+0.1% pts</td></tr><tr><td></td><td></td><td>Maths ≥ Exp. Std.</td><td>8,286</td><td>69.3%</td><td>68.8%</td><td>69.5%</td><td>69.7%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>-6.1% pts</td><td>+0.7% pts</td><td>+0.2% pts</td></tr><tr><td></td><td></td><td>RWM ≥ Exp. Std.</td><td>8,279</td><td>55.8%</td><td>54.9%</td><td>55.8%</td><td>56.6%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>-5.7% pts</td><td>+0.9% pts</td><td>+0.8% pts</td></tr></table> Small increase for KS2 impacted by larger cohort and several pupils with additional needs. ‘Test readiness’ targeted for 2025.	Estab. No.	Establishment	Indicator	Cohort 2024	Average of Years	Values (& YoY* vs Self)			2022	2023	2024			Reading ≥ Exp. Std.	8,286	70.5%	71.1%	70.1%	70.3%						+2.2% pts	-1.0% pts	+0.2% pts			Writing TA ≥ EXS	8,279	68.5%	66.0%	69.7%	69.8%						-10.9% pts	+3.7% pts	+0.1% pts			Maths ≥ Exp. Std.	8,286	69.3%	68.8%	69.5%	69.7%						-6.1% pts	+0.7% pts	+0.2% pts			RWM ≥ Exp. Std.	8,279	55.8%	54.9%	55.8%	56.6%						-5.7% pts	+0.9% pts	+0.8% pts																										
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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?	These were listed in the spending above, but they were specifically spent on a Theatre Visit addressing high mobility and what it is like to move homes frequently and participation in the

	Friends Project to take part in a Service Children's day at a University in Lincoln.
What was the impact of that spending on service pupil premium eligible pupils?	The pupils were able to participate in activities with other Service Children from other schools and they were able to receive a very high quality theatre production which addressed many of the issues experienced by Service Children.

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.