Pupil premium strategy statement – Scole CE Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2026 2026-2027 2027-2028
Date this statement was published	1st October 2025
Date on which it will be reviewed	
Statement authorised by	Jo Cerullo
Pupil premium lead	Jo Cerullo
Governor / Trustee lead	B Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10, 605
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ N/A
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*	£10, 605

Part A: Pupil premium strategy plan

Statement of intent

At Scole Primary Academy we have the highest of expectations and aspirations for all of our pupils, regardless of their starting points. Quality first teaching is integral within the school to ensure all pupils achieve and supports the work that all teaching staff do for disadvantaged pupils, for whom there may be barriers to achieving their full potential. Our aim is to reduce the gap in attainment between pupil premium children and their non-pupil premium peers by overcoming all barriers to their learning. All pupils at Scole Primary Academy are exposed to a broad and balanced curriculum that is focused on courage, positivity and aspiration.

All pupils, including the disadvantaged pupils, children with a social worker, service children, looked after children or young carers, are challenged to meet their individual goals and make good progress across the curriculum. The Pupil Premium Strategy is linked closely to the school's development plan, which aims to raise standards for all pupils in all areas of the curriculum. The Strategy is ambitious, yet realistic, in its timeframe and approach for improvement. With a whole school focus on reading across the curriculum, this ensures pupils are exposed to a vocabulary-rich curriculum with reading as its foundation.

The school's priorities for the effective use of the PPG are:

- All pupils have access to quality first teaching across the curriculum.
- Closing the attainment gap between disadvantaged children and their non-disadvantaged peers.
- Targeted academic support for children who are not making expected progress
- Targeted intervention to challenge barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma.

- Ensuring that support is in place (funding) for the children and families to broaden the opportunities available (trips and visits/residentials).

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, especially those who have joined us as in-year admissions. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	An increase in Social, Emotional and Mental Health issues resulting in children not being fully engaged with their learning.
3	Limited access to enrichment and cultural capital due to rural isolation and socio-economic disadvantage
4	Assessment within school and nationally has shown that attainment in all core subjects – reading, writing and mathematics – is below the National Average across the school
5	Changing landscape of school population including significant increase in the number of PPG children from18% to 33%, mainly due to in-year admissions, challenged further by funding lag.

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**
Improve reading, writing and maths attainment for disadvantaged children at the end of Key Stage 2.	● End of year outcomes in KS2 are more closely aligned to national in reading, writing and maths. ● Internal data shows that all children are making progress to narrow the gap for achieving age related expectations each academic year. ● Observations and Pupil Progress meetings show evidence of interventions for pupils who are not yet at the expected standard.
Social and emotional needs of disadvantaged children will be supported through targeted work with support staff and external experts such as PSA	● Disadvantaged children will have access to support and be provided with tools to support their learning and wellbeing in the school ● Pupils engagement in school increased as measured by pupil surveys, monitoring and observations

An improvement in participation and engagement in after school club and extra curriculum opportunities.	• As a result of the school providing 10% off residential school trips, all PPG children are able to fully participate in these opportunities, which build cultural capital. • Analysis of attendance demonstrates that all children identified as PP attend at least one school club
Children arriving out of normal admissions times are inducted into school quickly with gaps identified	• Interventions support the narrowing of pre-existing gaps to their peers' • Any identified gaps in learning is supported through intense intervention

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *12,109*

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Apprentice Teacher working with Senior teacher in KS2 class - allowing to separate lower and upper KS2 for core lessons enabling, increased opportunities for personalised feedback through small class numbers	Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics (+ 6 months) Feedback | EEF	1, 4 , 5

	AIDP 1 2 3	
To ensure high-quality teaching practice through the delivery of a structured CPD programme with partner school based on Walkthrus coaching focus Metacognitive Talk - narrating the thinking	There is secure evidence that indicates great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. The average impact of metacognition and self-regulation approaches is high (+8 months additional progress) Teachers should be supported to both explicitly teach metacognitive strategies and to promote metacognitive skills in lessons. (+ 8 months) EEF - metacognition AIDP 1 3	1, 4, 5
Implementation of White Rose scheme (mastery) and use of appropriate manipulatives resources, along with focused professional development for teaching staff.	Evidence from the EEF recommends maths manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) as key to improving mathematics. These can help pupils engage with mathematical ideas. However, manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact. (+ 5 months) Mastery learning | EEF AIDP 1 3	

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

Budgeted cost: £ 4776

Activity	Evidence that supports this approach	Challenge number(s) addressed

Focused teacher/support staff led interventions in developing reading and mathematics skills – building on learning from core lessons] PiXL therapies identified from gap analysis	The school operates a variety of intervention and keep-up sessions. Research indicates that small targeted group work is most effective when it is 'targeted at pupils' specific needs'. Teachers' use of assessment allows a timely response to the needs of pupils with the use of PIXL therapies and targeted small group work. (+4 months) EEF - intervention AIDP 1 3	1, 4 , 5
Delivery of targeted interventions linked to SEMH need. Good to be me Zones of regulation	The EEF states that behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). EEF - behaviour intervention AIDP 4	2, 3
Induction of children joining not at usual admissions including identification of gaps and any SEND/SEMH needs	Identifying any gaps for new children to ensure we can build on a solid foundation, as we are a mastery school. Impact of this work from partner school which has high mobility AIDP 2 3	5

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

Budgeted cost: £ 1927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Broadening experiences for disadvantaged children including school trips ,extra curricular activities and enrichment opportunities This is supported by the recent acquiring of a minibus (via wraparound care)	EEF highlights that improvements related to self-confidence and self-efficacy are linked to broadening pupils experiences outside of the classroom environment. Arts participation | EEF AIDP 4	3

External professionals/Teaching assistants allocated time to support the social and emotional needs of some disadvantaged pupils. PSA / Schools and community Teams	EEF Social and Emotional Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning AIDP 4 5	2, 3

Total budgeted cost: £ 18,812

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This statement reviews the impact of pupil premium funding for the 2023/24 academic year. At Scole Primary Academy, our strategy (2024-27) focuses on high expectations, Quality First Teaching (QFT), and narrowing the attainment gap through targeted academic and pastoral support.

Key Stage 2 (Year 6)

- **Cohort Context:** The 2024 Year 6 cohort consisted of 9 pupils.
- **Disadvantaged Performance:** Internal analysis and SATS results indicate that there were **no identified disadvantaged children in the Year 6 cohort during the 2024 SATS**.
- **Whole School Progress:** Overall KS2 performance showed strong attainment in Reading (86% EXS) and Maths (86% EXS), providing a stable environment for disadvantaged peers in younger year groups to transition into.

Multiplication Tables Check (Year 4)

- **Impact:** The whole-school focus on mathematical fluency resulted in an **average score of 20.0** in the Year 4 MTC.
- **Performance vs Benchmarks:** This outperformed the Norfolk local authority average (19.8).
- **High Attainment:** 33% (1/3) of the cohort achieved a perfect score of 25/25. Targeted support for disadvantaged pupils in lower years is being modeled on the successful fluency drills used with this cohort.

Phonics Screening Check (Year 1)

- **Impact:** The investment in early reading and phonics support resulted in **67% of pupils reaching the expected standard**, with an average mark of 27.
- **Gap Analysis:** Targeted interventions helped maintain performance, though a focus remains on moving "Working Towards" (Wt) pupils into "Working At" (Wa) by Year 2.

Early Years Foundation Stage (EYFS)

- **GLD Outcomes:** 67% of the cohort achieved a Good Level of Development (GLD).
- **Developmental Areas:** Disadvantaged pupils benefited from an average of 15.66 ELGs at Expected, significantly higher than the national average (14.1). Particular success was seen in **Physical Development** and **Personal, Social, and Emotional Development (PSED)**, where 100% of the cohort met expectations in Building Relationships and Managing Self.

Strategy Aim 1: Quality First Teaching

- **Action:** Retention of high-quality staff and targeted CPD.

- **Impact:** Small class sizes and focused teacher input ensured that pupils at risk of falling behind received immediate feedback. This is evidenced by the high average ELG scores in EYFS and the strong MTC performance in Year 4.

Strategy Aim 2: Targeted Academic Support

- **Action:** 1:1 and small group interventions for Reading and Maths.
- **Impact:** Internal tracking shows that disadvantaged pupils in lower Key Stages are making progress inline with their peers, specifically in "Listening, Attention and Understanding" (100% EXS in EYFS).

Strategy Aim 3: Enrichment & Well-being

- **Action:** Funding for residentials, excursions, and extra-curricular clubs.
- **Impact:** 100% of disadvantaged pupils had access to enrichment activities, including school trips and residentials. This directly addressed the "Life Experiences" barrier identified in the 2024-27 strategy, fostering self-confidence and self-efficacy.

Attendance & Pastoral Support

- **Attendance:** There has been a noted improvement in the attendance of disadvantaged pupils. However, reducing persistent absence remains a primary focus for the 2024/25 period.
- **Emotional Support:** Allocation of TA time for social and emotional needs has contributed to a calm learning environment, reflected in the strong PSED scores in early years.

Conclusion & Next Steps

The 2023/24 academic year successfully laid the groundwork for the 2024-27 strategy. While the Year 6 cohort lacked disadvantaged representation for data comparison, early years, phonics, and MTC data suggest that the gap is being addressed at the point of entry and mid-Key Stage 2.