

Pupil premium strategy statement – Scartho Junior 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	253
Proportion (%) of pupil premium eligible pupils	37%
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)	2024 -2027
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	N Rice
Pupil premium lead	R Rose
Governor / Trustee lead	J Dyson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£128000

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement and Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in assessment and evidence, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<i>Below national attainment on entry into Year 3 in Reading and Maths and significantly below national in writing (3 year trend)</i>
2	High numbers of children and their families experiencing SEMH difficulties resulting in barriers, such as low self-esteem, lack of resilience and engagement
3	A significant number of our disadvantaged children also have recognised special educational needs (48% of children on SEN register are also PPG entitled and of the children in school with EHCPs, 57% are PPG entitled)
4	Close monitoring of attendance - 25% of persistent absence is from those in receipt of PPG

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. <i>Reading – all children (including those in receipt of PPG) will make good or better progress and attainment data by the end of KS2 will be in line with national)</i>	✓ All children will be baselined on entry to school and gaps identified ✓ Internal data will be collated and analysed each term against baselines and also cohort attainment and target groups identified ✓ Early reading identified on SDP ✓ End of Key Stage data will be in line with National
1. <i>Maths – all children (including those in receipt of PPG) will make good or better progress and attainment data by the end of KS2 will be in line with national)</i>	✓ All children will be baselined on entry to school and gaps identified ✓ Internal data will be collated and analysed each term against baselines and also cohort attainment and target groups identified ✓ End of Key Stage data will be in line with National
1. <i>Writing – all children (including those in receipt of PPG) will make accelerated progress and attainment data by the end of KS2 will be in line with national)</i>	✓ All children will be baselined on entry to school and gaps identified ✓ Internal data will be collated and analysed each term against baselines and also cohort attainment and target groups identified ✓ Writing is key development point on SDP ✓ End of Key Stage data will be in line with National

2. Universal offerings of SEMH support within class, with trained staff within school and external agencies while be accessed by all identified children and their families to ensure barriers are reduced or removed	✓ All children will be able to use emotional literacy language to name their feelings ✓ Referrals will be made for those needing more than the universal offer ✓ Children will be learning ready and strategies in place for those still needing support for this learning behaviour barrier
3. SENDCo will continue to monitor closely all pupils on the SEN register and those at risk (Including those eligible for PPG), to ensure strategies and support are meeting need so that progress is good or better	✓ See separate SEND action plans
4. Attendance Champion will continue to monitor closely all pupils (Including those eligible for PPG), to ensure attendance is analysed in line with school policy	✓ Attendance policy reviewed by Trustees ✓ Registers are correctly coded ✓ Alerts set on SMS ✓ Attendance champion monitors attendance half termly and follows policy ✓ EBSA training is completed

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading / Maths</i> <i>Baselines agreed</i> <i>Barriers identified</i> <i>Use of expert teachers for coaching to</i>	https://www.cambridge.org/insight/blog/five-basics-of-baseline-assessment https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	1

ensure all teaching is quality first teaching	https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf	
Writing TO BE CONFIRMED AFTER TfW CONSULTANT DAY		1

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Maths Strategic interventions including precision teaching, use of Lexia, phonics, Power of 1, Power of 2, TT Rockstars	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Writing TO BE CONFIRMED AFTER TfW CONSULTANT DAY		1

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
use emotional literacy language to name feelings	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2.

linked to nurture interventions including (but not limited to) Lego therapy, mood colouring, nurture / well being groups Referrals made for those needing more than the universal offer (Including, but not limited to, Cudox, Compass Go, Dr Kate Margasson Ed Psych, YMM) Interventions and support in place for those still needing support for this learning behaviour barrier (linked to second and third tiers of emotional engagement agencies as named above)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://www.youngminds.org.uk/media/hvvd11j0/trauma-informed-schools.pdf https://www.tandfonline.com/doi/full/10.1080/02671522.2020.1767184	
Attendance policy reviewed by Trustees Registers are correctly coded Alerts set on SMS Attendance champion monitors attendance half termly and follows policy EBSA training is completed	https://educationhub.blog.gov.uk/2025/03/why-school-attendance-matters-and-what-were-doing-to-improve-it/ https://www.n8research.org.uk/media/CotN_Attendance_Report_10.pdf	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.