

Pupil premium strategy statement 2025/26

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
School name	Scraptoft Valley Primary School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	26.3% (123 chn)
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Louise Craig
Pupil premium lead	Louise Craig
Governor / Trustee lead	Jenny Dnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£236,455

Part A: Pupil premium strategy plan

Statement of intent

At Scraptoft Valley our mission statement is 'working together to give child an excellent education in a caring environment.' Our vision for our children is that they will **all** reach their full potential regardless of their starting points, backgrounds and abilities.

The use of Pupil Premium funding will ensure the gap between disadvantaged pupils and their peers closes. We will ensure that teaching is rooted in high quality experiences. Through positive relationships we will provide a curriculum that is fit for purpose for all of our children, regardless of if they are disadvantaged or not.

The community we serve faces various barriers and we believe that it is our duty to support the children, both those in receipt of Pupil Premium funding and those that are not, to overcome these.

We strongly believe that reaching your potential is not about where you come from but instead is about developing the necessary skills and values required to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment on entry to Foundation Stage in all areas
3	Reading material at home and modelling of reading habits is limited
4	Low attainment at end of key stages, particularly specific groups such as White-British boys
5	Poor attendance and punctuality issues
6	High incidence of social, emotional and behavioural challenges often linked to chaotic family lives and social services involvement
7	Children have limited experiences beyond their home life, their immediate community and are impacted by generational poverty which leads to low aspirations

8	Children and families have welfare needs that are required to be addressed in school, including social, emotional and health needs
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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
Improved attendance and punctuality for all pupils particularly our disadvantaged pupils	Improved attendance and punctuality in 2025/6 for all pupils, absence for all pupils being 5.5% or less, absence for disadvantaged pupils will match the non-disadvantaged pupils
Increased enrichment and experiences	All children will have access to a wide range of enrichment experiences both in and outside of school
Children show age appropriate learning behaviours	Children show enthusiasm and curiosity and work hard to achieve their full potential
Quality first teaching	Progress is at least good in all areas across the curriculum
Progress in line with non-pupil premium	
Academic outcomes/progress for disadvantaged pupils improves	Data will show that pupil premium children have made expected and some have made accelerated progress
Pupils and their families have their welfare needs met where necessary through school	Parents and families are signposted to other agencies/professionals including Early Help, foodbanks, grant funding
Children have positive well-being and emotional resilience and are therefore ready to learn	Identified children take part in appropriate interventions and support to meet their needs. Different approaches are sought and secured to ensure high quality support for all

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: £85,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to provide targeted phonics and reading interventions across school	DfE The Reading Framework Teaching the Foundations of Literacy 2021 Education Endowment Foundation Teaching and Learning Toolkit (2021)	1, 2, 3,4, 7
Additional full-time teacher to reduce class sizes in Year 6.	EEF Teaching and Learning Toolkit EEF – Using your pupil premium fund effectively Previous school improvement focus and pupil performance	1,4,7,8
Specialist sport's coach to reduce class sizes to allow regular and focussed guided reading in small groups, and provide high quality physical activity	DfE The Reading Framework Teaching the Foundations of Literacy 2021 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876242/Guidance to increase physical activity among children and young people in schools and colleges.pdf	1, 3,4,7,8

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional KS2 teacher 3 days a week to provide small group and 1:1 tutoring and interventions i.e same day interventions and pre-teaching.	Education Endowment Foundation Teaching and Learning Toolkit (2021)	1, 3, 4, 6, 7

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

Budgeted cost: £92,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to trips and experiences to ensure parity of opportunity for all pupils	Education Endowment Foundation Teaching and Learning Toolkit (2021) https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	7,8
Specialist sports coach to increase physical activity for children attending Breakfast Club	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876242/Guidance to increase physical activity among children and young people in schools and colleges.pdf	1,2,4,5,6,7,8
Teaching assistants to support participation in after-school football coaching and competitive games		
Breakfast Club and Tea Time Club provides before and after-school	https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf	1,2,4,6,8

care that supports homework, social interaction and communication and nurture		
Motivational rewards and trips to support pupils to develop positive behaviour and learning behaviours	Education Endowment Foundation Teaching and Learning Toolkit (2021) Previous school improvement focus and pupil performance	1,2,4,5,6,7
Attendance Officer to promote good attendance and punctuality and support families and pupils where attendance is not good	Education Endowment Foundation Teaching and Learning Toolkit (2021) https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	5,6,7
Provide specialist football coaching to inspire and promote non-academic success	https://www.childfundrugby.org/2019/10/14/the-positive-impact-of-sport-on-education/	1,4,6,7

Total budgeted cost: £236,455

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 2024 to 2025 academic year.

Reading Data						
<u>2024 - 2025</u>						
<u>Attainment - % at age expected</u>						
	Reading		Writing		Maths	
Year 1	62%		60%		60%	
Year 2	59%		46%		59%	
Year 3	58%		44%		58%	
Year 4	39%		25%		39%	
Year 5	57%		33%		50%	
Year 6	53%		58%		50%	

- Reading outcomes are in most year groups across the school within the range of 55% - 63%
- Reading outcomes in Year 2 have shown a 3% increase compared to the % of that cohort at ARE in Year 1
- Reading outcomes in Year 5 have shown a 5% increase compared to the % of that cohort at ARE in Year 4
- Reading outcomes in Year 1 have increased by 16% compared to 23/24 results
- Reading outcomes in Year 3 have increased by 9% compared to 23/24 results
- Reading outcomes at the end of KS2 have remained stable this is despite this cohort having been impacted most significantly by the pandemic in Yr1 and Yr2

<u>2024 - 2025</u>						
<u>KS1 and KS2 –progress</u>						
Previous Sum to current Sum	Reading		Writing		Maths	
	6+	7+	6+	7+	6+	7+
Year 2	51%	25%	54%	23%	66%	19%
Year 3	70%	18%	53%	18%	67%	17%
Year 4	55%	24%	38%	14%	45%	21%
Year 5	72%	22%	66%	26%	69%	19%
Year 6	77%	14%	67%	21%	62%	16%

- Progress across KS2 continues to improve with more pupils in most cohorts making expected progress year on year.

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Key Stage One								
	2017	2018	2019	2022	2023	2024	2025	
Yr 1 Phonics Outcomes	66.7	53.2	80	81.7	83	84	68	

- Phonics Screening scores see a decline in line with the significant increase in pupils entering the school with significant SEND needs.
- % of pupils achieving the pass rate increases to 72% when SEND pupils that did not take the assessment are not included.
- Year 2 pass rate remains above National average of 89% at 94%

Key Stage Two								
	2017	2018	2019	2022	2023	2024	2025	
% at Expected Standard in Reading	56.1	52.5	58.3	62.7	66	54	53	
% at Higher Standard in Reading	7	5.1	16.4	6.8	16	10	15	
% at Expected Standard in Writing	59.6	67.8	71.7	62.7	54	47	58	
% at Higher Standard in Writing	5.3	0	3.3	1.7	4	2	0	

% at Expected Standard in Maths	40.4	49.2	70	50.8	61	59	50
% at Higher Standard in Maths	10.5	5.1	11.5	8.5	18	5	2
% at Expected Standard in RWM	29.8	40.7	53.3	39	46	36	36
% at Higher Standard in RWM	1.8	0	3.3	0	4	2	0

- % of pupils reading at GD standard has improved by 5% on the previous academic year.

Reading Focus

- Reading Leadership is shared between two members of staff for the first time (Reading Lead NW and Early Reading Lead SCu). Both engaged in all appropriate reading CPD.
- Reading Lead took part in the Leadership of Reading Programme supported by the experienced Literacy Lead.
- Hannah Cooper LA Adviser supported Reading Lead and Literacy Lead to ensure that planning for Shared and Guided Reading across the school is effective (ongoing).
- Video Coaching was utilised by staff to provide feedback and guidance to improve the teaching of Shared and Guided Reading.
- Previous Reading Lead (left school for promotion) becomes a School Governor – Reading Link
- Reading Link Governor completes regular visits completing monitoring work and providing support for staff new to role.
- Link Governor provides feedback to Leaders and HT indicating that new leaders have a good grasp of their roles and are continuing to ensure that Reading is well lead and a high priority.
- Art Lead takes on responsibility of Spotlight Author as Reading Leader role is now shared by two classroom-based staff.

Literacy

- Hannah Cooper provided bespoke support to Literacy Lead to further develop the writing curriculum (ongoing).
- Hannah Cooper provided bespoke support to the Year 6 teaching team to enhance the writing planning.

- Writing attainment improves by 9% compared with the previous academic year.
 - New to Year 6 teacher is supported both by the Literacy Lead and Hannah Cooper to improve practice and understanding of the Year 6 writing curriculum and related writing standards. Additional CPD is utilised alongside this support.
 - Although Year 6 writing was not formerly moderated Hannah Cooper and Mel Hendy verify judgements through bespoke support offer.
- Contribution to trips – School trips were planned well in advance and information was sent to parents at the beginning of the academic year about costs. All year groups planned trips so that we could successfully keep the cost to parents at around £20 per child to support our community during the current pressures on finances.
 - Teaching Assistant to support after-school football - The impact of the football training and commitment to our teams meant that both our Boy's and Girl's teams moved from Division B to Division A this season. The confidence of the children grew over the months they had their training and this was demonstrated in the matches they played and how well they played. Both our Boy's and Girl's finished their seasons in style by making it through to the knock-out stages of their league cup.
 - Breakfast Club and Tea Time Club - Breakfast Club and Tea Time Club provides essential and affordable childcare for our parents. It has allowed a number of parents to return to university to continue their studies and in particular supports a number of working single parent families. Without this provision they would not be able to afford to return to work due to the significant cost of after-school care. In Breakfast Club and Tea Time Club children enjoy a relaxed environment, replicating family values of sharing and participating in games and activities with children of different ages. Breakfast Club also benefits from daily sessions with a specialist sports coach providing not only positive male role models but daily, high quality activity. Key skills for team games and tactics are a priority.
 - Learning Mentor - A number of children will access support from the Learning Mentor throughout their education. This year an increased number of children received support due to the changes in staffing organisation. This can be due to their special education needs, mental well-being or to support their social skills. In these sessions, they may do social stories, project-based work or interventions such as circle of friends, the anger gremlin or the anxiety gremlin. The Learning Mentor also provided transition support for all year groups moving through the school. This year the programme was more extensive and through ensuring all children were well prepared for their next year group.
 - Attendance Officer - Role has developed well and the positive relationships have had a positive impact on the punctuality of some of our harder-to-reach families. All statutory work is completed. EWO service is well utilised. New initiative to encourage better attendance – internal competition counting number of 100% attendance weeks has been well received by pupils and staff. Continued engagement with harder-to-reach parents, developing our relationships and continued trust and honesty. In some cases, this was in the form of home visits, bespoke support to improve attendance, behaviour advice/support for home, support plans to improve mental health and well-being and uniform support.
- Specialist Football Coaching - Partnership with a specialist sports coach has seen successful holiday camps offered at all holidays last academic year, with a good uptake of our pupils (and from other schools). This has also led to our children accessing outside of school 1:1 training opportunity. We have successfully fostered a partnership with LCH charity and JC Football Coaching which now means a number of our children are accessing both small group coaching and holiday camps free of charge.