



Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.



Pupil premium strategy statement – Scotforth St Paul's

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	217 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	9.2%
Academic years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Katie Walsh (Headteacher)
Pupil premium lead	Ruth Atkinson (SENCO/Assistant Headteacher)
Governor / Trustee lead	Anne Goddard (Vice Chair/SEND)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,115
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£32,115

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to access their learning and achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, particularly literacy (early reading and writing across school). 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 diagnostic assessment, rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve their best. To ensure they are effective we will:

- ensure disadvantaged children are ready to learn
- 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	Children being focussed and ready to learn. Observations have shown that children need support during transitions to help them prepare for learning.
2	Resilience with challenges. Some children are becoming overwhelmed when they find things difficult and give up too easily.
3	Gaps in learning. Some children are still impacted by loss of learning from the COVID years. Assessments show that disadvantaged children (and others) do not perform highly in writing.

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
All children are achieving their full potential.	End of Key Stage Two Results show high outcomes and progress including disadvantaged children.
Children face challenges with resilience and independence.	Children engage positively with challenges set with less distraction techniques and dysregulation observed in class.
Children know strategies to help themselves stay focused and ready to learn.	Children are focused and access more learning each lesson. The amount of work produced has increased, especially in writing lessons.

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: £17,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training about how to deliver sensory circuits	Metacognition and self-regulation EEF Physical activity EEF	1,2
Maintain levels of staff to be able to deliver sensory circuits and support in class and with 1:1 or group interventions.	Metacognition and self-regulation EEF Teaching Assistant Interventions EEF Individualised instruction EEF	1,2,3
Continue to maintain a non-class based Learning Mentor to support children's emotional, social and mental wellbeing.	Social and emotional learning EEF Behaviour interventions EEF	1,2
Dedicated lunchtime assistant employed to promote positive interactions and physical activity.	Physical activity EEF Behaviour interventions EEF	1

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF Teaching Assistant Interventions EEF	3
Use of IDL (spelling programme) with children identified as needing support in this area of writing.	IDL Literacy in Focus: An Extensive Summary of Research Outcomes UK	3

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting disadvantaged children to attend music lessons.	Arts participation EEF	2
Ensuring all children can access all educational visits.	School would not add financial stress to families already struggling- Family support and child poverty - briefing.pdf	3
PSHE fortnight at the start of the year with visitors i.e. Life Education and Rock Kidz.	Social and emotional learning EEF Behaviour interventions EEF	2

Total budgeted cost: £ 27,115

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Disadvantaged children across school continue to make progress in Reading, Writing and Maths, with some children making accelerated progress in 2024/25. Generally, across school, writing outcomes remain a concern and assessment of this is part of the School Improvement Plan for 2025/26. At the end of 2025, 33% of disadvantaged pupils were writing at age related expectations across school. 57% were working at ARE in reading and 48% in maths.

With only 3 disadvantaged Year 6 children, one of whom had an EHCP, it has been difficult to compare our data to previous year groups, local and national data at the end of 2025. All three children achieved an expected level in at least one subject.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance, behaviour and wellbeing for our disadvantaged pupils was in line with non-disadvantaged.

Based on all the information above, the performance of our disadvantaged pupils met expectations, except in writing.

Our evaluation of the approaches delivered last academic year indicates that reducing cognitive load when assessing writing would support disadvantaged and non-disadvantaged children. Improving focus and concentration would help children produce more writing of higher quality.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, including strategies to improve cognitive load, focus and concentration.