

# Pupil premium strategy statement – Carleton Park Junior and Infant School

This statement details our school's use of pupil premium (and recovery 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	202
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Michelle Winter, Headteacher
Pupil premium lead	Sarah Humphreys, Assistant Headteacher
Governor / Trustee lead	Alexis Sharp

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,680
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£60,680

## Part A: Pupil premium strategy plan

### Statement of intent

We strive to ensure all our pupils become successful learners who strive to be the best they can be at Carleton Park. Our aim is to deliver a first-class education to all pupils so that they make outstanding progress and get the chances in life they deserve. We believe that a first-class education is empowering, it brings choice, it brings freedom, and it levels the playing field. This is especially true for those students for whom the school receives Pupil Premium funding.

We intend to use the funding to provide the best quality of education in the classroom alongside exemplary student support to ensure that students can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity.

#### **Our ultimate objectives are:**

- For all disadvantaged students to achieve high attainment across the curriculum, particularly in early reading, phonics and at the end of key stage 2 assessments.
- For all disadvantaged students in school to meet or exceed nationally expected progress rates.
- For all disadvantaged students to access an ambitious and knowledge rich curriculum that develops personal and social skills, confidence in learning and cultural capital so that they become well-rounded individuals who achieve their ambitions and flourish in life.

#### **Our Approach:**

- Is underpinned by one of our Trust's guiding principles 'Achievement without excuses'.
- Takes into consideration that each of pupil premium students faces varying degrees of academic and pastoral challenge. Consequently, our approach is to understand these potential barriers to learning to enable students from disadvantaged backgrounds to achieve as well as all students.
- Is responsive to individual and common challenges to learning for disadvantaged students: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues as well as the need for external agency support. These factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

#### **Key Principles**

Our key principles are aligned with our whole school curriculum intent and improvement strategy and follow the guidance from the Education Endowment Foundation (EEF):

- Evidence informed approach (EEF Guide to the Pupil Premium) three tiered model – teaching, targeted academic support and wider strategies.
- Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.
- Appropriate provision and resources are made available for pupils who belong to vulnerable groups, so that barriers are removed to allow a secure and successful learning environment.
- Ensure that teaching staff are involved in robust analysis of data and identification of the barriers to pupils' learning. Ensuring teachers are fully aware of strategies required to enable all children succeed.
- Pupil premium funding allocated following a needs analysis which will identify priority classes, groups or individuals.
- Provide an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences that enhance the curriculum and develop pupils' culture capital.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low attainment on entry to the EYFS</b></p> <ul style="list-style-type: none"> <li>• Low attainment on entry to the UFS. Disadvantaged pupils have lower starting points in PSED, C&amp;L and literacy and maths.</li> </ul>
2	<p><b>Behaviour and Attitudes to Learning</b></p> <ul style="list-style-type: none"> <li>• Some pupils are lacking in the skills to enable them to be ready to learn. Some disadvantaged pupils lack toilet training skills, behaviour regulation and social interaction skills.</li> </ul>
3	<p><b>Wellbeing and Social, Emotional Mental Health (SEMH)</b></p> <ul style="list-style-type: none"> <li>• A small group of pupils find the regulation of emotion a significant challenge. There is an increasing number of pupils with communication and interaction needs and SEMH needs across school.</li> </ul>
4	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• A number of our disadvantaged pupils struggle with attendance and punctuality which is having a direct impact on low attainment.</li> <li>• Some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</li> <li>• The attendance of our disadvantaged children (95.3%), though above national, is still below that of non-disadvantaged pupils (97.3%).</li> </ul>
5	<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• Pupils have limited opportunities for wider experiences, there is a need to enhance the curriculum with educational visits and The Carleton Park 50 Experiences Passport.</li> <li>• Wider opportunities at Carleton Park are given a high priority, this is even more important for our disadvantaged children.</li> </ul>
6	<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils attaining lower than all other pupils at different assessment points throughout the school.</li> <li>• As a school we are acutely aware that we must provide additional support for our disadvantaged pupils to ensure any gap in attainment is narrowed.</li> </ul>

## 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
<p><b>Teaching, Learning and Assessment</b></p> <p>Develop great teaching through the Trust teaching and learning framework, instructional coaching and through strategic partnerships with appropriate teaching hub schools.</p>	<p>By 2025/26:</p> <ul style="list-style-type: none"> <li>• Trained and ambitious staff are accessing stage appropriate career development (Including ECTs and aspiring leaders).</li> <li>• Teaching profile- 100%+ proficient/exemplary.</li> <li>• Outcomes for disadvantaged pupils are met / exceeded at all assessment points across school.</li> </ul>
<p><b>Attainment</b></p> <p>Improved attainment of disadvantaged pupils across school with a focus on Reading, Writing and Maths.</p>	<p>By 2025/26:</p> <ul style="list-style-type: none"> <li>• Quality first teaching ensures that disadvantaged pupils make accelerated progress.</li> <li>• Robust A &amp; I meetings ensure disadvantaged pupils are a key focus.</li> <li>• Rigorous and well-planned interventions target our most vulnerable pupils.</li> </ul>
<p><b>Attendance</b></p> <p>Improved attendance and persistent absence amongst disadvantaged students so that Attendance and Persistent Absence should be in-line with National other.</p>	<p>By 2025/26:</p> <ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils is in-line with the National other.</li> <li>• Parents respond positively to the procedures in place to support disadvantaged pupil attendance.</li> </ul>
<p><b>Oracy</b></p> <p>Implement and embed strategies to improve the quality of oracy skills for disadvantaged pupils throughout school. In turn supporting pupil confidence to retain and discuss prior learning.</p>	<p>By 2025/26:</p> <ul style="list-style-type: none"> <li>• Introduce morning memory maps to provide children with a further opportunity to retain knowledge through class discussions.</li> <li>• Class assemblies are timetabled to provide further opportunity to show case prior learning and practice oracy skills.</li> <li>• Regular 'talk team' time planned into the curriculum to allow children to develop confidence when speaking within a group.</li> <li>• TLAC strategies embedded within lesson structures to allow pupils oracy opportunities each lesson.</li> </ul>

<p><b>Personal Development</b></p> <p>Provide wider opportunities and experiences for our disadvantaged pupils to ensure they develop as well-rounded individuals.</p>	<p>By 2025/26:</p> <ul style="list-style-type: none"> <li>• 50 Experiences Passport provided to all disadvantaged pupils – track activities.</li> <li>• Decrease in behaviour incidents recorded on BromCom.</li> <li>• Increase in number of pupils who can self-regulate and enable them to access learning.</li> <li>• Disadvantaged pupils able to retain and communicate the different wider opportunities and experiences they have had.</li> </ul>
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## 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: £20,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of instructional coaching to develop teachers' expertise in the classroom.</i></p>	<p>Instructional coaching is the best tool educators have in improving teaching quality. The one-to-one conversation focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, role play and appropriate challenge in a supportive and encouraging climate.</p> <p><i>'In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD'. (Ambition Institute)</i></p>	<p>1,6</p>
<p><i>Use of Bsquared and NASEN as SEND / Bottom</i></p>	<p>To ensure that provision for those with SEND and the bottom 20% effectively meets individual needs and progress in reading, writing and maths is made.</p> <p>Research shows that the impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 36% of pupils with special educational needs are eligible for free school meals.</p>	<p>1,6</p>

20% assessment tool.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</a>	
<i>Deliver highly effective CPD to increase the quality of the teaching profile across the school.</i>	<p>Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective.</p> <p><i>'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'</i>. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach)</p> <p>A study published by the Education Policy Institute (Fletcher-Wood &amp; Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p>	1,6
<i>Developing metacognitive and self-regulation skills.</i>	<p>Developing metacognitive and self-regulation skills in all pupils to enable them to become independent learners who 'know and remember more' curriculum knowledge.</p> <p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1,2,6
<i>To support the delivery of phonics using RWI</i>	<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge and the RWI programme. This will include professional development and support from RWI accredited representatives.</p> <p>Embed the use of the reading initiative RWI to ensure disadvantaged pupils have their barriers to reading addressed.</p> <p>Children entering KS2 who have not reached the expected standard in reading and writing due to not having access to the RWI programme at EYFS. In KS2 there are socially deprived families who are supported by additional services. These pupils are less likely to have the breadth of vocabulary required in KS2. This intervention is designed to ensure pupils are age related readers and leave school in line with their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidencehttps://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidencehttps://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/summaries/teaching-learning-toolkit/phonics/</a>  <a href="https://www.gov.uk/government/publications/the-readinghttps://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacyframework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-readinghttps://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacyframework-teaching-the-foundations-of-literacy</a></p>	1,6

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

Budgeted cost: £29,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>SEND support Teacher led intervention for disadvantaged pupils with SEND.</i></p>	<p>The EEF Special Education Needs in Mainstream Schools guidance report recommends that schools should understand the needs of students, and that they should complement high quality teaching with targeted interventions.</p> <p>Small group / 1.1 intervention with LSA/Teacher for disadvantaged children not making expected progress in reading, writing and maths across school from EYFS to Year 6.</p> <p>To ensure that pupils who require additional support with emotional health and wellbeing have access to licensed practitioners (EP/ WISENDSS / SALT) and qualified ELSA practitioner.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>3,6</p>
<p><i>Accelerated Reader and Lyfta</i></p>	<p>EEF research and evidence provided by Renaissance Learning shows that Digital Technology approaches have the most impact on improving outcomes for disadvantaged students, particularly with regards to reading and improving Maths skill. These will also support home learning.</p> <p>Using Digital Technology to Improve Learning:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>2, 3, 4, 6</p>
<p><i>National Tutoring Programme Tuition.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, which includes online support from external providers</p> <p>One to one tuition:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tuition:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 3, 4, 6</p>

<p>Resources - Speech and Language SLA</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide pupils with cultural capital experiences.</p>	<p>To provide disadvantaged pupils with cultural capital experiences via assemblies, deeper learning days, cocurricular, student leadership, visiting speakers and trips.</p> <p>The term 'character', means a set of attitudes, skills and behaviours. An extensive co-curricular can help develop self-control, confidence, social skills, motivation and resilience. Character is thought to underpin success in school and beyond.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>4, 5, 6</p>
<p>Learning mentor (pastoral, wellbeing, behaviour)</p>	<p>To have in place a staffing structure with roles and responsibilities that promotes consistency in carrying out pastoral, behavioural and attendance support to disadvantaged pupils and families.</p> <p>National research illustrates that children with lower attendance do not perform as well within examinations as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</p>	<p>4</p>



<p><i>ural and attendance support)</i></p>	<p>Tracking and monitoring attendance allows key stake holders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.</p> <p>Attendance:  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671525015">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671525015</a></p> <p>Behaviour:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<p><i>After School Clubs Breakfast club - Attendance incentives -</i></p>	<p>Access to after school clubs – for those that are disadvantaged is a priority</p> <p>Working with parents to support children’s learning. (EEF Guidance Report)</p> <p>To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA</p> <p>Working with parents to support children’s learning. (EEF Guidance Report)</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	<p>4</p>

**Total budgeted cost: £60,680**

## 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.

### Whole School Data 2023/2024

#### Key Stage 1

Reading		Writing		Maths	
All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
83%	67%	73%	44%	80%	44%

#### Key Stage 2 Attainment

Reading		Writing		Maths	
All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
97%	90%	93%	80%	97%	90%
National Comparison					
+23%		+21%		+23%	

The combined (reading, writing & maths) figures continue the above trend with the whole cohort achieving 93%, which is **32%** better than the national average. Disadvantaged pupils also achieved an expected standard score of 93%, which was **35%** higher than the national figure for like pupils.

This positive impact is further evidenced in the average scaled scores for disadvantaged pupils, as compared to their national peers:

#### Phonics

2023 - 2024		National Comparison	
All	Disadvantaged	All	Disadvantaged
96%	96%	+17%	

Phonics data for the whole cohort is **17%** above the national average. There were 5 disadvantaged pupils within the cohort who all passed.

#### Attendance

2023 - 2024	
Overall	Persistent Absence

All	Disadvantaged	All	Disadvantaged
97%	95.3%	6.8%	11.8%
<b>National Comparison</b>			
<b>+2.5%</b>			

*\*Attendance data taken from latest available national averages via FFT. No data currently available for persistent absenteeism for sub-groups.*