

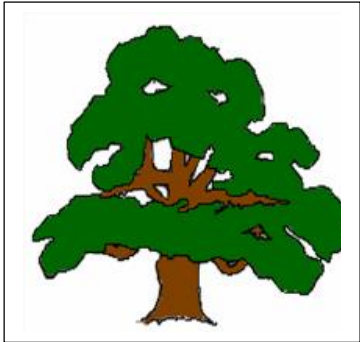
# Pupil Premium Strategy Statement

Carlton C of E Primary School

2023-2026

Written by Jo Bevis, Headteacher

Date: November 2024 (Year 2 of Plan)



*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 the disadvantaged pupils last academic year and vision for the next 2 years.*

## School overview

Detail	Data 2024-25
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	9
Academic year/years that our current pupil premium strategy plan covers 2023-2026	2023-2026 (year 2)
Date this statement was published	November 24
Date on which it will be reviewed	November 25
Statement authorised by	Jo Bevis – Headteacher Katherine Wilkinson – Chair of Governors
Pupil premium lead	Aleshia Frost/Jo Bevis
Governor / Trustee lead	Katherine Wilkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£13,320

## Part A: Pupil premium strategy plan

### Statement of intent

All staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

At Carlton C of E Primary we believe that everyone has the potential to achieve, irrespective of the challenges they face. We are committed to 'Narrowing the Gap' between vulnerable pupils and pupil premium forms an essential part of this process. We want every child to succeed and use pupil premium to ensure they have everything they need to succeed both holistically and academically.

As a small rural school we are able to carefully tailor our PP support to meet the needs of each individual child. We have used the PP funding to enable pupils to participate in after school and lunch time sports clubs. It has also been used to give uniform to the families that cannot afford to pay, as well as funding a teaching assistant to give specific intervention to disadvantaged children.

## Challenges

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

Challenge number	Detail of challenge
1	<i>To raise attainment of disadvantaged pupils.</i>
2	Communication and the engagement of parents of disadvantaged pupils.
3	Low self-esteem and confidence of disadvantaged pupils.
4	Children unable to access a range of activities because of cost.

## 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. These outcomes are based on what we need for the academic year 2024-2025.

Intended outcome	Success criteria
<i>To improve attainment for all children in writing in line with our SDP</i>	<p>Attainment will be increased for children with pp by at least 10% using baselines from the NFER tests and tracking progress throughout the year in reading, writing and maths.</p> <p>Children will have access to assistive technology to support their writing.</p> <p>Children with pp will be heard to read at least 4 times a week.</p>
To support the academic progress across the curriculum	<p>Children will have access to a teaching assistant for intervention activities.</p> <p>Children will have access to suitable and accessible writing materials.</p> <p>Children will have made good progression in writing.</p> <p>Children will have access to suitable reading materials in and outside of school.</p>
To improve the communication and engagement of PP families.	<p>Children will be completely immersed in both the School and the community.</p> <p>Children will come into school on time, with the correct uniform and equipment to give them a good start to the day (this may include the use of breakfast club).</p>
To develop a range of skills that will broaden their experiences in extra-curricular activities	<p>Children will be able to attend breakfast club and after school club.</p> <p>Children will have access to after school activities.</p> <p>Children will be able to attend music lessons and have the musical instrument supplied.</p> <p>Children will be able to take part in community activities in and around the school.</p>

To build self-esteem in disadvantaged children.	Children will be completely immersed in both the School and the community. Children will have access to the full host of afterschool activities and pupil voice will provide feedback. Pupil voice 'I love going to Forest School because I can join in with others. (Child A).
---	--

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2024-2025) to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
To be able to purchase further clicker licenses and extra ipads and training for software packages. £3,000	CPD of staff to train on software packages (Purple Mash and Clicker)  EEF suggests that there is evidence that digital technology can be used effectively to provide individualised instruction and small group tuition. 'EEF – Individualised Instruction'	1, 2 and 4
SENDCO deployment to ensure that pp children are effectively supported and	Termly collation and analysing of assessment data.	1, 2 and 3.

that early identification of needs is facilitated.  £2,100 per year ½ a day every 4 weeks.	Targeted Support provided by SENDCO. FGB reports to Governors from SENDCO. Case studies of PP children. Evidence suggests that using high quality information on pupils and identifying next steps is essential for progress (EEF Improving Literacy in KS1 and KS2) (EEF teaching maths language).	
--	--	--

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

Budgeted cost: £ 4,305.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a teaching assistant to work with disadvantaged children by giving intervention in areas of need both literacy and numeracy. (£12.59 an hour – 9 hours a week x 38 weeks = £4,305.78)	SENDCo checks on progress made. Pupil voice. Evidence suggests that using high quality information on pupils and identifying next steps is essential for progress (EEF Improving Literacy in KS1 and KS2). In Maths a teaching assistant helps with maths language and prior learning (EEF Facilitating Mathematical Language)	1, 2 and 3.

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

Budgeted cost: £3913.26

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

<p>Provided Forest School £12.59 x 3 x 38 weeks £1,435.26</p>	<p>Evidence impact on confidence and well-being. Termly collation of assessment data. Pupil voice. FGB minutes. Evidence suggests an increase in confidence is boosted by attendance at Forest School (Forest Research <a href="http://forestresearch.gov.uk">forestresearch.gov.uk</a>) EEF provides evidence for Breakfast and afterschool clubs. This can be found at <a href="#">Breakfast clubs found to boost primary pupils' reading writing and maths results</a></p>	All
<p>Providing Breakfast Club and After School Club places. £6.50 x 4 x 38 weeks = £1976.00</p>		2 and 3
<p>Providing Music Lessons and instruments. £55</p>		3 and 4
<p>Enabling children to go on Trips and Overnight excursions. £367.00</p>		All
<p>Providing School Uniform and equipment. £80.00</p>		

**Total budgeted cost: £ 13,319.04**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils 2023-24

Outcomes	Success Criteria	Review														
<i>To improve attainment for all children.</i>	<p>Attainment will be increased by 10% in children with PP from the baseline assessments using NFER.</p> <p>Children will have access to extra reading materials (paper and computer based) at both home and school.</p> <p>Children will be heard to read with an adult every day in EYFS and KS1.</p>	<p>Software has been purchased to aid children with reading and writing (Clicker) we now need extra ipads.</p> <p>All pupil premium children are heard to read at least 4 times a week by a teaching TA.</p> <p>Whole School Pupil Premium Results 23-24</p> <table border="1"> <thead> <tr> <th></th> <th>No of PP children</th> <th>Phonics</th> <th>Maths KS1 &amp; 2</th> <th>Reading KS1 &amp; 2</th> <th>Writing KS1 &amp; 2</th> <th>% Combined KS1 &amp; 2</th> </tr> </thead> <tbody> <tr> <td>Whole School progress.</td> <td>9 (100%)</td> <td>0 0%</td> <td>3 (33%)</td> <td>5 (55%)</td> <td>3 (33%)</td> <td>2 (22%)</td> </tr> </tbody> </table>		No of PP children	Phonics	Maths KS1 & 2	Reading KS1 & 2	Writing KS1 & 2	% Combined KS1 & 2	Whole School progress.	9 (100%)	0 0%	3 (33%)	5 (55%)	3 (33%)	2 (22%)
	No of PP children	Phonics	Maths KS1 & 2	Reading KS1 & 2	Writing KS1 & 2	% Combined KS1 & 2										
Whole School progress.	9 (100%)	0 0%	3 (33%)	5 (55%)	3 (33%)	2 (22%)										

<p>To support the academic progress across the curriculum</p>	<p>Children will have access to a teaching assistant for intervention activities. Children will have access to manipulatives and be able to use them at home to consolidate learning. Children will have made good progression within maths.</p>	<p>All pupil premium children have access to a teaching assistant for either a structured part of a lesson and/or intervention. This has helped with increased attainment.  Manipulatives have been purchased for maths lessons and this has also helped with understanding and attainment.</p>
<p>To improve the communication and engagement of PP families.</p>	<p>Children to be completely immersed in both the School and the community. Children to come into school on time and with the correct uniform and equipment.</p>	<p>School uniform and stationery purchased to enable engagement.  Attendance data of PP Children is at Dec 2024 is 99.2% and national is 92.8% as per the FFT attendance figures. This is a positive difference of 6.5%</p>
<p>To develop a range of skills in extra-curricular activities</p>	<p>Children will be able to attend breakfast club and after school club. Children will have access to after school activities. Children will be able to attend music lessons. Children will be able to take part in community activities in and around the school.</p>	<p>Children have attended breakfast, afterschool club, forest school, sports clubs and music lessons. This has enabled the children to feel included, learn new skills and boosted their confidence. We know this through pupil voice. Child B 'I like going to sports clubs as I don't do these at home'.</p>
<p>To build self-esteem in disadvantaged children.</p>	<p>Children will be completely immersed in both the School and the community. Children will have access to the full host of afterschool activities.</p>	<p>Children have attended breakfast, afterschool club, forest school and sports clubs. This has enabled the children to feel included, learn new skills and has boosted their confidence we know this through pupil voice. 'School makes me feel like I can do anything' Child A.</p>