



# Carlton VC Church of England Primary School

## *Pupil Premium Strategy Statement 2025-27*

'I am the vine, you are the branches; those that abide in me and I in them will bear much fruit' (John 15:5)

Approved by: Jo Bevis  
Staff  
Governors

Date: December 2025

Written by: Jo Bevis

Date: December 2025

Last reviewed on: November 2024

Next review: November 2026

## Introduction

*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 2025-6
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	7 (8.25%)
Academic year/years that our current pupil premium strategy plan covers 2025-2027	2025-2027 (year 1)
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jσ Bevis – Headteacher Katherine Wilkinson – Chair of Governors
Pupil premium lead	Jσ Bevis
Governor / Trustee lead	Katherine Wilkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,720
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>	£11,720

## 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 in an affluent area, we are able to carefully tailor our PP support to meet the needs of each individual child. We will use the PP funding to enable pupils to participate in music, after school and lunch time sports clubs. It will also be 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 in the new intervention room. Funding has also been used to kit out the room to support the needs of those 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 2025-27.

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 in a new fully resourced intervention/sensory room.</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.	<p>Children will be completely immersed in both the School and the community.</p> <p>Children will have access to nurture groups in the intervention room and Forest School.</p> <p>Children will have access to the full host of afterschool activities and pupil voice will provide feedback.</p>
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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** (2025-2026) to address the challenges listed above.

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

Budgeted cost: £2,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDSCO deployment to ensure that pp children are effectively supported and that early identification of needs is facilitated.</p> <p>£1,114 per year ½ a day every 4 weeks.</p>	<p>Termly collation and analysing of assessment data.</p> <p>Targeted Support provided by SENDSCO.</p> <p>FGB reports to Governors from SENDSCO. 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).</p>	1, 2 3 and 4
<p>Repurposing of room to create an intervention room.</p> <p>£1,880</p>	<p>Purchase of SEMH sensory circuit, games, educational toys, sensory toys, sensory lights, weighted blanket, ipad and storage.</p>	1, 3 and 4

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

Budgeted cost: £ 6534.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing a teaching assistant to work with disadvantaged children by giving intervention in areas of need both literacy and numeracy. (£12.85 an hour – 11 hours a week x 39 weeks = £5,512.65).</p>	<p>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). Sensory Room/ SEMH intervention has been successful so far and is supporting our disadvantaged children with their MH.</p>	<p>1, 3 and 4</p>
<p>Providing a teaching assistant to work with disadvantaged children by giving intervention in SEMH (£12.85 an hour 30 minutes a day 3 days a week for 3 children). £12.85 x 30mins x3 x 3 x 39 = £520.42</p>	<p>Evidence based studies in EEF suggest that the benefits of SEMH interventions effectively help to manage emotions and this is beneficial to children as it improves social interactions and this can have a positive effect on outcomes.</p>	<p>1, 3 and 4</p>
<p>Providing a teaching assistant to provide forest school nature groups for 1 hour for 39 weeks at £12.85 = £501.15</p>	<p>EEF 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>) Evidence: Pupil voice: 'I love going to Forest School because I can join in with others.' (Child A).</p>	<p>1, 3 and 4</p>

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

Budgeted cost: £1979.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Evidence impact on confidence and well-being.	
Providing Breakfast Club and After School Club places. £6.50 x 1 x 5 x 39 weeks = £1,267.50	Termly collation of assessment data. Pupil voice. FGB minutes. EEF provides evidence for Breakfast and afterschool clubs.	1, 2, 3 and 4
Providing Music Lessons and instruments. £112	This can be found at <a href="#">Breakfast clubs found to boost primary pupils' reading writing and maths results</a> EEF evidence suggests that given disadvantaged children the same opportunities that they would otherwise not be able to afford boosts confidence and attainment in other areas.	3 and 4
Enabling children to go on Trips and Overnight excursions. £500		1, 2, 3 and 4
Providing School Uniform and equipment. £100.00		1, 2, 3 and 4

**Total budgeted cost: £11,507.72**

**Total to carry forward £212.28**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils 2024-5

Outcomes	Success Criteria	Review																																								
<p><i>To improve attainment for all children.</i></p>	<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)</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 2023-24</p> <table border="1"> <thead> <tr> <th></th> <th>No of PP children</th> <th>% of each child</th> <th>Phonics</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>KS1 &amp; 2</td> <td>KS1 &amp; 2</td> <td>KS1 &amp; 2</td> <td>KS1 &amp; 2</td> </tr> <tr> <td>Whole School progress.</td> <td>9</td> <td>11%</td> <td>0 0%</td> <td>3 (33%)</td> <td>5 (55%)</td> <td>3 (33%)</td> <td>2 (22%)</td> </tr> </tbody> </table> <p>Whole School Pupil Premium Results 2024-5</p> <table border="1"> <thead> <tr> <th></th> <th>No Of PP Children</th> <th>% of each child</th> <th>Phonics</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>11</td> <td>9%</td> <td>50%</td> <td>36%</td> <td>72%</td> <td>40%</td> <td>27%</td> </tr> </tbody> </table>		No of PP children	% of each child	Phonics	Maths	Reading	Writing	Combined					KS1 & 2	KS1 & 2	KS1 & 2	KS1 & 2	Whole School progress.	9	11%	0 0%	3 (33%)	5 (55%)	3 (33%)	2 (22%)		No Of PP Children	% of each child	Phonics	Maths	Reading	Writing	Combined	Whole School	11	9%	50%	36%	72%	40%	27%
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To support the academic progress across the curriculum	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.	All pupil premium children have had access to a 1-2-1 or small group teaching assistant for either a structured part of a lesson and/or intervention. This has helped with increased attainment especially in Phonics and Reading.																																																								

	Children will have made good progression within maths.	More manipulatives have been purchased for maths lessons and this has also helped with understanding and attainment. We have also sourced 'Clicker' and 'Nessy' software to support where needed. PP data for maths has made a 3% progress on previous year. Data for individual children ranges from 0% to 15% raise in achievement.
To improve the communication and engagement of PP families.	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.	School uniform and stationery purchased to enable engagement.  Attendance data of PP Children at Dec 2024 was 78% and national is 92.8% as per the FFT attendance figures. This was a disappointing 14.8% below National Average but was due to 2 children being MIE and 1 child with EBSA.  Attendance data of PP children as at December 2025 is 92% National average is 94.7% which is an increase of 14% from previous year.
To develop a range of skills in extra-curricular activities	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.	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'. Child C 'Breakfast club gives me a great breakfast and it's gonna make me work hard'.  Child D 'I like playing guitar it's great'.
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.	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.