Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Carlton Primary
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023 Year 1 of 2022 - 2025
Date this statement was published	September 22
Date on which it will be reviewed	September 23
Statement authorised by	Jonathan Watson
Pupil premium lead	Danielle Burton
Governor / Trustee lead	Hollie Cregan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,680

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 achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified and
- 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	Through staff training and development, strong leadership and effective recruitment, quality first teaching has improved over time and continue to improve. A focus is still required on continually improving teaching and learning, especially in writing. End of Key Stage 2 data shows that out of the three disadvantaged children in Year 6, one child met the expected standard for Maths, and none of the children met the expected standard in Writing and Reading. In the current Year 5 cohort there are

	three pupil premium children. One child is on track to meet the expected standard in Reading and Maths at the end of Key Stage 2, and none of the children are on track to meet the expected standard in Writing.
2	Assessments, observations, and discussions with pupils indicate that disadvantaged children are not transferring all learning into their long-term memory. This results in disadvantaged children being less likely to recall and sustain knowledge from lessons across the curriculum. Disadvantaged children within school also have less real-life experience to attach new memory too within their long-term memory. Subject leadership needs improvement, which in term will impact on an improved sequencing of lessons. Identifying vocabulary will allow pupil premium children to be pre-taught before the lesson.
3	Assessments, observations and discussions with pupils and teachers show that behaviour tweaks are needed to ensure all children, including disadvantaged children, are achieving the best possible outcomes in the classroom by displaying effective behaviour for learning. The sanction system show that 33% of all children who gained over 10 sanctions in the last term were disadvantaged children.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Levels of deprivation feed some of the challenges faced. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower and has dropped compared to non-disadvantaged pupils. The data also shows an increase in the number of children arriving to school late.

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
To embed and sustain consistent high-quality teaching and learning.	Assessments and observations indicate significantly improved quality first teaching. This is evident when triangulated with other sources of evidence, including learning walks, pupil voice surveys, book scrutiny and ongoing formative and summative assessment.
Improved retention of taught knowledge and skills.	Assessments and observations indicate significantly improved recall among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
To improve subject leadership.	Subject leadership is consistently good. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment. Subject leaders can speak

	with increased confidence and accuracy on structure and sequence of their curriculum.
To achieve and sustain improved behaviour among all pupils, particularly our disadvantaged pupils.	Recorded behavioural incidents are reduced by 2024/2025. Consistently high expectations of behaviour are evidence during learning walks and pupil voice surveys triangulate an improvement in behaviour across the school.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in THRIVE referrals
To achieve and sustain improved attendance for all pupils post Covid, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • The overall absence rate for all pupils being no more than 95% • The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: *£23,840*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on evidence-based approaches on teaching and learning pedagogy (external CPD and in house) e.g. Talk for Writing Training from trust, staff meetings, subject specific training to develop subject knowledge	Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2
Professional development on evidence-based approaches on teaching and learning pedagogy (visit to St George's, Three Bridges,	Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2

other T4W schools		
Professional development on evidence-based approaches on teaching and learning pedagogy (purchase of Doug Lemov 3.0)	Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2
Streaming children for phonics	Children are rigorously assessed, and their needs are pitched to adults within school. Those children not making progress are tracked carefully on a school tracking system, and the progress of any additional interventions are monitored.	1
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2
Embed metacognitive strategies throughout the school. Links with Rosendale Research School, external training	SET Research Network has completed extensive research into effective metacognitive strategies and the impact these strategies can have. A focus will be made on TA training and embedding reflective and modelling thinking strategies across the school, working closely across SET. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,2
Resources focussed on supporting high quality teaching and	To improve knowledge retention among all children, including disadvantaged children, a strong focus will be placed on the knowledge acquired in each subject. Geography and History will now use their own exercise book, following the children from Y2 to Y6. Using subject	2

learning – additional exercise books.	knowledge banks, these books will allow children to reference previous learning. https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	
Further embed knowledge retrieval strategies into classroom.	Consistent research has shown that retrieval practice can benefit pupils' learning. The recently published EEF report on Cognitive Science has examined the evidence underpinning retrieval practice, highlighting its potential to support pupil learning. https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	1,2
Professional development on evidence-based approaches on subject leadership (training, work across SET: networks, collaboration, school visits, deep dive coaching)	Without strong subject leadership in all subjects, a curriculum is set to fail, to become unbalanced and biased towards the subjects where expertise is at hand. Supporting subject leaders to create a sequenced, structured curriculum will allow all children, including the disadvantaged, to improve knowledge retrieval. https://cornerstoneseducation.co.uk/news/why-subject-leadership-is-crucial-to-the-success-of-your-primary-curriculum/	2
Release time for subject leadership	English and Maths Lead released for one hour per week. SENCO released for two hours per week. Two HLTAs to be used to release two subject leads each week for two hours each.	2
Improve the quality of social and emotional (SEL) learning. Purchase of PSHE structured scheme.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Jigsaw scheme of work to be embedded into the curriculum with a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. EEF_Social_and_Emotional_Learn-ing.pdf(educa-tionendowmentfounda-tion.org.uk)	4
Tweak behaviour management strategies through	While most pupils in most lessons are well-behaved, poor learning behaviour can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.	3

introduction of gestures and Doug Lemov strategies to reduce loss of learning time	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216	
7 class expansion	All classes in KS2 will now have single age classes for Maths and Science. This can be done due to the support of a HLTA, and will be lead by the Maths Lead.	

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

Budgeted cost: £11,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching vocabulary	Through identifying important and relevant vocabulary, pupil premium children can be pre-taught this vocabulary before the lesson. This will support pupils to gain and retain knowledge.	2
HLTA	Three afternoons a week, a HLTA will work either one to one, or with a small group, using mental resilience resources.	3,4
Engaging with the National Tutoring – delivered in-house.	Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. educationendowmentfoundation.org.uk	1
HLTA Mental Health Lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

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

Budgeted cost: £11,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
MSA Training	Through observations and data, it has been identified that a small minority of disadvantaged children are presenting with behavioural issues in the classroom and on playground. By providing MSAs with behaviour training, lunchtime issues will be decreased ensuring children are returning to classroom with a learning focused attitude. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour	3
Lunchtime extra-curricular activities led by a GTA (1hour per day + purchase of equipment)	In collaboration with St. George's Primary School in Battersea, improvements will be made to the lunchtime provision. This will include incorporating extra-curricular activities on the playground to support children's behaviour and mental health and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,4
Wellbeing Days	Curriculum time dedicated to mindfulness, with a focus on the Carlton Skill Set. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
PD for admin staff	School business manager to deliver training to admin staff on fully implementing an attendance procedure and also to ensure Scholarpack is used effectively.	5
Music (music tuition across SET)	CS appointed to work in school 1 day a week, ensuring children have access to a high quality music curriculum. Extra-curricular activities offered, e.g. recorder club, Young Voices.	4
Access to enhanced Curriculum	All children will have access to subsided trips (where needed) It is essential for their own wellbeing that they experience different settings before writing about it. All residentials are linked to Topics that they are studying. This funding ensures that pupil premium children pay 50% of trips and residentials.	4

Total budgeted cost: £47,680

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 2020 to 2021 academic year.

Progress in Maths: End of KS2 data shows that 74% of children achieved the expected standard in maths. This is above the national average of 71%. The use of a HLTA being used for intensive maths tuition in Year 5 and Year 6 was successful. Through pupil voice surveys, it can be seen that the children responded well to smaller class sizes as they were able to receive greater adult attention. Throughout the year, the cohort of children changed. This means that improvements cannot be seen in the data of pupil premium children, which has maintained from the previous year. Improvements can be seen in the overall population of children, whose 'expected plus' maths scores increased from 40% to 62% from 2021 to 2022. Using the HLTA in this way, to ensure Year 4, 5 and 6 are taught in separate year groups for maths, has also had a positive impact on staff wellbeing due to the ease of planning and preparation.

The National Tutoring Programme was accessed for both reading and maths for some Year 5 and 6 pupils. Unfortunately, this did not have an impact due to a lack of engagement of the pupil premium children, and a lack of personalisation in the delivery of the learning. Next academic year we would like to continue with a tutoring programme, but deliver this in-house using HLTA and class teachers.

Progress in reading: End of KS2 data 2022 shows that 82% of children achieved the expected standard in reading. This is above the national average of 72%.

Progress in writing: End of KS2 data 2022 shows that 74% of children achieved the expected standard in reading. This is above the national average of 69%.

Progress in Phonics: Year 1 phonics data shows that 92% of children achieved the expected standard. This is above the national average of 81%. Using additional teaching assistants in Year 1 to support these children has had a huge impact. This is reflected in the phonics screening data. Working with the English Hub has been a positive experience. The English Hub has provided the school with positive feedback saying the phonics programme delivered has been 'consistent' and 'well delivered'.

The use of a Teaching Assistant in the morning to allow for a higher child/adult ratio has been effective. The teaching assistant has worked in Year 6 to allow for three adults within the class, three days a week. Observations have shown a marked improvement in behaviours for learning. The impact of this additional adult is also reflected in the end of Key Stage Two data, which shows above national average

scores in Reading, Writing and Maths. Teaching assistants have also been used in Year 3, which has the highest percentage of pupil premium children across the school. An improvement has been seen in the data of this cohort, showing that moving additional adults to this class has been the right decision for pupil outcomes.

Quizzes for knowledge retention have been used throughout school, although this is still in the early stages. The next step for the school is to put vocabulary on the agenda. Progress has been made this academic year, as teachers are aware of the sequence of learning and have strategies to improve knowledge retrieval. This does need further embedding in order to see a clear impact, and will remain on the strategy for the next academic year. However, early indications from pupil voice surveys have been positive. SLT and subject leaders have also noticed an improvement in knowledge retrieval strategies while conducting learning walks. This is also the case for the embedding of Doug Lemov strategies throughout school in order to improve teaching and learning. Improvements have been seen, but this is not yet consistent and will require further embedding next year.

Professional development has been delivered throughout the year. Professional development in art has been particularly impactful. An art specialist delivered training on different artistic techniques and mediums in workshops for all teachers. The impact of this can be directly seen in the classroom, where teachers are now teaching art confidently. This particular professional development greatly enhanced the curriculum, which has been triangulated through pupil voice surveys.

Attendance: The level of persistent non-attenders has improved in the last academic year, although Covid has still affected attendance throughout the year. Our current attendance levels are currently the same as they were pre-covid. This is better than the national average.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.