

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	169
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 Year 2 of 2022 - 2025
Date this statement was published	September 23
Date on which it will be reviewed	September 24
Statement authorised by	Jonathan Watson
Pupil premium lead	Danielle Burton
Governor / Trustee lead	Andy Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,195
Recovery premium funding allocation this academic year	£3,625
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	£45,820

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. The school will work collaboratively with parents to best support the needs of disadvantaged pupils.

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 is now consistent across school with teachers having a deep understanding of teaching pedagogy. This now needs to be embedded and sustained. A focus is now required on

	further developing teachers' subject knowledge in some key areas including DT, Computing, Science, SEND, PE and Art.
2	Assessments, observations, and discussions with pupils indicate that disadvantaged children are not transferring all learning into their long-term memory and have gaps in subject specific knowledge and vocabulary and are not always reaching end of year expectations in all subject areas. 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. Identifying vocabulary will allow pupil premium children to be pre-taught before the lesson. Sequencing of lessons needs to be in place for all lessons. This could be enhanced further by having subject specific unit plans.
3	Assessments, observations and discussions with pupils and teachers show that there is a very small minority of pupils that do not consistently fully engage with the school's behaviour expectations. 32% of all children who received a sanction were disadvantaged children. 14% of the school population received 10 or more sanctions. Out of these children, 36% of them 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 shows that 22% of the school population are persistently absent. Out of the persistently absent children, 62% of them are disadvantaged children. Although attendance is well-managed, individual children need to be monitored and challenged appropriately as overall absence.

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.	<ul style="list-style-type: none"> 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, local authority and SET QA visits and ongoing formative and summative assessment. The Teaching and Learning Toolkit is an embedded feature of our school – leaders and governors see it being consistently applied and used. Data analysis shows that children attain in line with or above national averages.

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 further develop subject leadership, including new to school teachers	<ul style="list-style-type: none"> ● Subject leadership is consistently good. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice, learning walks, progress within curriculum maps and ongoing formative assessment. ● Subject leaders can speak with increased confidence on the importance of a planned and progressive curriculum and how this relates to their subjects from EYFS to Y6.
To achieve and sustain improved behaviour among all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> ● Recorded behavioural incidents are reduced by 2024/2025. ● Consistently high expectations of behaviour are evidenced during learning walks and pupil voice surveys triangulate an improvement in behaviour across the school. ● Learning walks show that teachers are consistently applying gestures, policies and procedures. ● KS2 Outcomes are improved (as low-level behaviour/disruption and loss of learning time are all reduced)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, teacher conferencing and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● a reduction in THRIVE referrals ● an established Pupil Leadership, with children articulating a more active role within school. ● an updated Experiences Calendar
To achieve and sustain improved attendance for all pupils post Covid, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● 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: £22,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development including collaborative working across SET and visits to other settings.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2
Professional development on evidence-based approaches on teaching and learning pedagogy	<p>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. Throughout the year, all staff will work to embed the Carlton Teaching and Learning Toolkit consistently across school. During CPD, staff will have the opportunity to reflect and discuss pedagogy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2
Teaching and Learning Toolkit	<p>Based on the research of Rosenshine's Principles in Action, the toolkit is being developed to showcase the pedagogy of Carlton Primary School. It is to be used as a reference guide for teachers and leaders.</p> <p>https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide#:~:text=Rosenshine's%20principle%20emphasize%20the%20importance,analyzing%2C%20or%20applying%20their%20knowledge</p>	1,2
Streaming children for phonics	<p>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.</p>	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Purchase of standardised diagnostic assessments	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
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	2
T4W	Talk4Writing schools consistently perform higher than those schools who do not use this approach. The 16 talk for writing centres perform above national average in reading, writing and maths. At Carlton, further CPD and monitoring will ensure that T4W is even more consistent, relevant and high Impact with a focus on 'toolkits' . https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing#:~:text=School%20staff%20reported%20that%20the,Talk%20for%20Writing%20was%20variable.	1
Maths	Within maths, new initiatives will be shared, rehearsed and delivered including Claire Christie Times tables approach, Mastering Number (KS1) and effective use of practical resources across school. https://www.yorkshireridingsmathshub.co.uk/news/times-tables-with-clare-christie/	1
SET Reading scheme	Teachers to engage with SET trust wide reading strategy to prepare for implementation in 2024/2025 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Spellings	A spelling scheme is to be researched, selected then implemented to ensure spellings are taught in a planned and structured way. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
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. Subject leads will have	2

	access to CPD, network meetings and collaborative working across SET.	
7 class expansion	All classes are now taught in year group classes. Through employing seven class teachers, instead of six, children are able to be taught in smaller, dedicated classes. The introduction of an additional task has also allowed for linear, curriculum planning with a focus on sequencing and progressions.	1
SEND Project	SENCO continues SEND project as part of course – sharing progress with SLT, Governors and other staff. Verbo – SEND software and training used to thoroughly screen speech and language issues in EYFS.	1
Teaching Assistants in class	Noticeable improvements in pupil outcomes can be made through the thoughtful use of teaching assistants. Carlton has ensured that each class has a dedicated teaching assistant throughout all morning lessons. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2

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

Budgeted cost: £11,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1,2
GTA Mental Health Lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Three afternoons a week, a HLTA will work either one to one, or with a small group, using mental resilience resources.	4
Maths and English Interventions	Led by a Teaching Assistant one afternoon a week. These interventions are focused at supporting KS2 children with Maths and English.	1

Maths Ready to Progress interventions	https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	1
Phonics Interventions	Led by a GTA four afternoons a week. These interventions will focus on supporting KS1 children to meet age related expectations. These interventions will also support KS2 children who still require phonetic support.	1

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

Budgeted cost: £11,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tweak behaviour management strategies through introduction of gestures and Doug Lemov strategies to reduce loss of learning time	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. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216	3
Attendance	Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 percent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 percent of sessions. Pupils are disproportionately more likely to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. This will be done by fully implementing an attendance procedure and regularly updating and creating narratives around key cases of attendance. Support is also received from SET colleagues, as a Home school Worker makes connections with families who are persistently absent. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	5

MSA Training	<p>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 positive behaviour management training, lunchtime issues will be decreased ensuring children are returning to classroom with a learning focused attitude.</p> <p>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</p>	3
Mental Health Strategy	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. By appointing a Mental Health Lead, and providing training to all teachers, children will be better support with their mental health. Wellbeing Champions will be appointed from Years 5 and 6.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	4
Enrichment Experiences	<p>Curriculum time dedicated to mindfulness, with a focus on the Carlton Skill Set. Children will have the opportunity to engage in extracurricular activities such as Rockkidz and yoga.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
Music (music tuition across SET)	<p>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.</p>	4
Access to enhanced Curriculum	<p>All children will have access to subsidised trips (where needed) It is essential for their own wellbeing that they experience different settings before writing about it. All residential are linked to Topics that they are studying. This funding ensures that pupil premium children pay 50% of trips and residential.</p>	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.

To embed and sustain consistent high-quality teaching and learning:

Observations, assessments, book scrutinies, learning walks and pupil conferencing show that teaching and learning is of a consistently high standard. Staff meetings have focused on effective pedagogy, and the impact of this is evident in the classrooms and in data across school.

KS1 results in 2022 and 2023 were above national average as well as the Year 1 Phonics Screening Check and EYFS. Year 6 data in 2022 was above national. Year 6 data in summer 2023 (a very small cohort) was below national. In house data for Year 6 2024 suggests that children are in line with or above national.

The National Tutoring Programme - out of 4 children who did not pass phonics screening in 2022 - all four passed in Year 2 in 2023 due to early intervention and high quality teaching. We offered a range of interventions in Year 6, and other children across KS2. This positively impacted on writing results.

Carlton are in the process of writing a Teaching and Learning Toolkit. Over the next academic year, this will become well known by all teachers, and the core principles will be embedded within each classroom.

Improved retention of taught knowledge and skills: Observations, assessments, book scrutinies, learning walks and pupil conferencing show that pupils are retaining more knowledge than in previous years. Children are able to talk confidently about their learning, and this is evidenced in their curriculum focussed exercise books. Subject knowledge banks are used for every curriculum topic, and these help to focus both teachers and pupils in the knowledge learned, as well as identifying key tier three vocabulary.

The curriculum is currently under development, to ensure structured, progressive and well sequenced lesson plans are available for each unit in every subject. This will further support pupils to retain knowledge and skills.

To improve subject leadership: Subject leadership is now strong. There is good distributed leadership with everyone contributing appropriately. Subject leaders understand the curriculum and can articulate the structure and sequence of lessons, age appropriate vocabulary and the rationale behind the curriculum.

Throughout the academic year, subject leaders have received CPD to become more robust in leading their subject. They have spent time with counterparts across SET, as well as receiving subject specific CPD. There have been opportunities for subject leaders to be quizzed on their subjects, to further develop their understanding of the area of the curriculum they lead. The implementation of the new curriculum unit plans will further support subject leaders in understanding the progression and sequencing of their subjects. Subject Leaders help lead the vision of the curriculum in terms of vocabulary, sequencing and skill progression across their subject.

To achieve and sustain improved behaviour among all pupils, particularly our disadvantaged pupils: The behaviour policy is well implemented at Carlton. This year's data shows that 32% of pupils who received sanctions were disadvantaged children.

SET leaders worked collaboratively to review and enhance a trust-wide behaviour policy. Carlton's behaviour policy was used as a model to support other trust schools.

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly by all staff. This can be seen through the use of Marvellous Me, Carlton Skill Set, School rules and Celebration assemblies and the Good to be Gold behaviour system. We have high standards and clear expectations of good behaviour. Work is continuing on the use of non-verbal cues and actions.

There are still a very small minority of pupils whose behaviour does not meet the high expectations of leaders and teachers. As with all schools, Carlton is seeing more and more children with complex and challenging needs. To address this, mental health will be put at the forefront of our school development, with the implementation of a mental health initiative in the next academic year.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils: Carlton Primary School is a kind, caring and supportive school and provides high-quality pastoral support. Children's wellbeing and mental health needs are identified and supported. Jigsaw was embedded across school in 22/23 to great effect. This, along with assemblies, pastoral care and collective ethos promote children to be reflective and to take an active role in their own self-care and wellbeing. A range of clubs are offered to our pupils, for example, Young Voices and a range of staff led clubs. At lunch time, the daily mile takes place every day for all pupils. This is part of a promotion of a healthy lifestyle. We focus on developing the children's age-appropriate and understanding of kindness, safety and healthy relationships with Jigsaw and assemblies supporting this. Post Covid, we have put a deliberate emphasis on PE enrichment experiences and activities to support health and wellbeing e.g. skipping, street dance, cheerleading, and wider experiences such as a visit from Rock Kidz. Pastoral Care is a strength within the EYFS.

To achieve and sustain improved attendance for all pupils post Covid, particularly our disadvantaged pupils: Improving Attendance has been a priority and is now well-managed, recorded and monitored thoroughly and effectively. Where needed, action is taken. Attendance data shows that 62% of persistently absent children were disadvantaged children.

Attendance needs to remain a focus in 23/24. Post pandemic, we have seen a rise in families requesting term-time holidays. Our travelling community also spent a greater time travelling since the end of the pandemic.

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.