

Pupil premium strategy statement

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 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	178
Proportion (%) of pupil premium eligible pupils	DfE Funding allocation 15% (27) - Oct 2025 Current data 19% (34) - Oct 2025
Academic year/years that our current pupil premium strategy plan covers	2025 -2028 Year 1 of 2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jonathan Watson
Pupil premium lead	Danielle Burton
Governor / Trustee lead	Siobhan Oram

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905
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	£40,905

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. 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	Assessments, observations, and discussions with pupils show that teaching and learning at Carlton is consistently good. To ensure teaching and learning continues to remain at a high standard, teachers, including new teachers, will need continual professional development. Evidence based research needs to be used to ensure teaching and

	learning remains of the highest quality for all children, especially those who are disadvantaged.
2	Assessments, observations, and discussions with pupils indicate that English is taught well at Carlton. We use the Talk4Writing approach, Read Write Inc for phonics and follow a specific handwriting scheme – Talk4 Write and Read Write Inc are both embedded in school, and we are refreshing our handwriting training and approach, particularly in line with the Writing framework. Although achievement in KS2 in reading and writing is typically in line with, or above National, in-house data shows there is a gap between Carlton non-PP children and Carlton PP children with variance across our cohorts. These needs addressing so all children, including the most disadvantaged, can reach their full potential.
3	Not all children are exposed to high quality vocabulary, sentence structure and grammar (in talk) consistently. We want to address this by modelling and then expecting children to speak correctly themselves, and to be exposed to more complex and sophisticated language structures. We believe this will develop and deepen their understanding in their learning, as well as widening horizons, raising aspirations and opportunities in the future.
4	Observations, and discussions with pupils indicate that attitudes and behaviour in school is self-assessed as ‘good’ – however there is a small minority of our younger pupils that do not consistently fully reach our behaviour expectations. These children can lack self-regulation or self-awareness in choices made, often seen in less structured or social activities. We want to make a greater impact on these pupils so as to ensure they are able to effectively access and benefit from all opportunities, and that they both achieve their potential and make a positive contribution at all times.
5	Our attendance data shows that 22% of the school population are persistently absent, and that for disadvantaged pupils this stood at 25.8% in 2024 – 2025. Whilst school policies and procedures are having a positive impact with marked improvements have been seen as a result of actions taken in the previous plan (a dramatic drop from 34.8% the year before) there is still ongoing work to do with families, so as to minimise missed learning. Attendance needs to continue to be robustly well-managed, individual children need to be tracked closely where identified as needed, and families both supported and challenged appropriately to further impact on attendance.
6	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 readiness for learning, and then resulting attainment. School actions can help to address these challenges.

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 ensure the children of Carlton, including those who are disadvantaged, have consistent access to the highest quality of teaching and learning which will promote stronger outcomes.	• Learning walks, pupil conferencing, and pupil's outcomes reflect consistently high-quality teaching and learning. • Teachers continue to effectively implement and utilise a range of strategies from 'Check for Understanding' (Doug Lemov). • The Teaching and Learning Toolkit is consistently and effectively applied and utilised in lessons. • Outcomes for disadvantaged pupils at the end of KS2 in 2026 continue to be in line or better with national average comparators • Phonics Screen Check outcomes are at least in line with the national average in 2026. • Curriculum at Carlton continues to be challenging, aspirational, inclusive and relevant for all the children of our school.
All pupils, including the disadvantaged, access high quality teaching and learning in English, following a well-planned, sequenced English curriculum. Gaps between Carlton PP and Carlton non-PP close in reading and writing.	• Learning walks, pupil conferencing, book scrutinies and pupil's outcomes reflect high quality teaching and learning in English. • All staff are kept updated with training in chosen approaches: Talk4Writing, Read Write Inc and ISHA Handwriting. • Gaps between Carlton PP and Carlton non-PP close • Parental engagement for all pupils, but particularly PP pupils is a focus and has improved • Additional reading opportunities for those who most need it, is provided. • Staff are following The Writing Framework guidance and leaders have plans next steps
To equip children with a higher standard of spoken English, and to be able to use this understanding to deepen their learning across the curriculum.	• Senior leaders continue to implement the strategic plan for teaching oracy in school. • Learning walks show that all staff are consistently modelling high standards of spoken English, appropriate to both ages and subject disciplines taught. • Adaptations and scaffolding are effectively used by staff to ensure inclusive practice and progress in oracy teaching and learning for all. • Learning environments demonstrate the high priority placed on oracy and listening in the classroom. • Learning walks evidence that children are using age - appropriate and subject specific sentence stems in a range of subjects.

Children specific behaviour and personal development needs are supported to enable them to make consistent positive choices. Younger children build both self-awareness and self-regulation skills.	• Recorded behavioural incidents reduce over time, with a particular focus on KS1 pupils in social and transition times, and when activities that are less structured/adult led. • Staff support pupils to be successful with consistently applied gestures, policies and procedures, providing additional or adapted support as needed. • Observations and feedback evidence consistently high expectations of behaviour throughout the school day, from staff in all roles and interactions with pupils. • Observations demonstrate pupils are developing sustained concentration and attentiveness in a range of contexts and are mindful of others during physical activities. • Play is purposeful, imaginative and increasingly collaborative. • Pupil voice feedback from younger pupils articulate a growing understanding and self-awareness of what positive behaviour choices look like across life in school. • Pupils are proud of their behaviour choices, the progress they are making and the positive contribution they make to the school community. Reward system achievements reflect this trend.
To continue to embed a strong culture of regular school attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2025 – 2026 demonstrated by: • Attendance is at least in line with current national averages supplied by the DfE for Reception to Year 6, with school attendance being no less than 95%. • Continue the positive trend of improvement in the reduction of pupils at persistent absence thresholds, with a particular focus on the gap between disadvantaged and non-disadvantaged pupils further narrowed. • Further improve attendance in the current Y4 and Y6 cohorts, so that their attendance is as strong as other cohorts in school. • Attendance guidelines shared with all stakeholders, are adhered to and robustly applied and continue to have a positive impact on attendance – including on a decline in term time absence requests for holidays.
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from pupil voice, teacher conferencing and staff observational feedback • A significant increase in participation in a range of enrichment activities, particularly among disadvantaged pupils • An established, impactful Pupil Leadership team, with children participating in a more active role within school. • A strategically mapped Carlton Experiences Calendar which offers all pupils a range of wider opportunities and experiences.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £23,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of quality first teaching through ongoing professional development for staff including collaborative working across SET and visits to other settings.	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, 3
Enhancement of quality first teaching through ongoing professional development in evidence-based approaches on teaching and learning pedagogy	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 continue to work to embed the Carlton Teaching and Learning Toolkit consistently across school. During PD, staff will have the opportunity to reflect and discuss pedagogy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3
Embed a suite of 'Checking for Understanding' strategies across the curriculum to secure pupils knowledge	Ongoing professional development and coaching will support the implementation of Doug Lemov's Checking for Understanding philosophy across all classes. Teach Like a Champion	1, 2
Enhancement of quality first teaching using instructional	Coaches and coachees are released fortnightly to facilitate the continuation of the highly impactful coaching programme to help and support teachers to embed the key principles of effective pedagogy – including Doug	1, 2
		1, 2

coaching as personalised professional development	Lemov's Checking for Understanding strategies, and the utilising of the Teaching and Learning Toolkit. Instructional Coaching School Flyer Options.pdf Based on the research of Rosenshine's Principles in Action, the toolkit has been developed to showcase the pedagogy of Carlton Primary School. It is to be used as a reference guide for teachers and leaders and to ensure consistency. https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide#:~:text=Rosenshine's%20principle%20emphasizes%20the%20importance,analyzing%2C%20or%20applying%20their%20knowledge	
Ongoing assessment and streaming children for phonics teaching so as to provide sharply focused support as needed and to secure stronger outcomes for all pupils.	Children are rigorously assessed, and their needs are matched to appropriate provision and groupings as needed. Children not making the expected progress are tracked carefully, additional support and intervention put in place. The progress of any additional interventions are monitored and adapted for effectiveness. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Purchase and use of standardised diagnostic assessments to identify next steps in learning.	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
Enhancement of quality first teaching through ongoing professional development for staff - with a focus on non-fiction texts using the Talk4Writing approach	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, teaching staff will focus their CPD on the planning and delivery of non-fiction genres. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing#:~:text=School%20staff%20reported%20that%20the,Talk%20for%20Writing%20was%20variable.	2
Enhancement of quality first teaching through ongoing	At Carlton we have found the consistent delivery and standardised approach of Read Write Inc has secured	2

professional development for staff using Read Write Inc	improved and excellent phonics outcomes for all children in our school. The evaluators found evidence that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics and made, on average, three months more progress than pupils who were not offered the programme. EEF publishes independent evaluation of Read, Write, Inc.... EEF	
Continue to enhance our writing teaching through professional development and the use of ISHA Handwriting	The Writing Framework guidance strongly states the importance of teaching handwriting well. The writing framework - GOV.UK	2
Continue to enhance our maths teaching and curriculum planning through professional development and the use of Mastering Maths KS2	Evidenced by the success of KS1, Mastering Number continues to be embedding into KS2 teaching - to ensure children have a solid times table knowledge. https://www.yorkshireridingsmathshub.co.uk/news/times-tables-with-clare-christie/	1
Continue to effectively implement a revised spelling curriculum to secure stronger outcomes	The chosen spelling curriculum that was implemented last year ensured spellings are taught in a planned and structured way, producing stronger outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
Release time for subject leadership so as to continue to strengthen the effective implementation of ambitious and well sequenced curriculum	Subject leads 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 access to ongoing professional development, network meetings and collaborative working across SET.	1
Investment in, and effective deployment of, Teaching Assistants across school according to priority needs. This	Noticeable improvements in pupil outcomes can be made through the thoughtful use of teaching assistants. School will ensure that teaching assistants are effectively deployed, according to ongoing identified needs. The priority will be to support learning in reading and phonics, writing and mathematics.	1, 2, 4, 5, 6

will provide focused support, address any gaps and enable pupils to keep up.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Enhancement of quality first teaching through the further development and implementation of detailed curriculum planning	Implementation of curriculum units to support the planning and delivery of a progressive and enriching curriculum. An evidence-informed approach to... Durrington Research School	1
Develop and embed strong expectations and practices in oracy across the curriculum	Working collaboratively across schools within SET and beyond to support implementation. Finding My Voice - Empowering pupils to find their voice	3
Enhancement of quality first teaching through subject specific professional development - with a focus on Art, DT, PE, Handwriting and Outdoor Learning	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

Targeted academic support

Budgeted cost: £8,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Maths and English Interventions for pupils in need of additional support and further stretch	Led by a Teaching Assistant one afternoon a week. These interventions are focused at supporting KS2 children with Maths and English. https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	1
Provide Maths and phonics for pupils in need of additional	Led by a GTA. 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

support and acceleration	Children not making the expected progress are tracked carefully, additional support and intervention put in place. The progress of any additional interventions is monitored and adapted for effectiveness. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing investment in appointment of a Mental Health Lead to provide bespoke support for pupils	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. HLTA will also train and facilitate Y6 pupils to be wellbeing champions, supporting their peers.	6
Continue to refine, adapt, and apply school behaviour management strategies and expectations – at all points in the school day. Embed consistent routines, gestures and Doug Lemov strategies that will reduce loss of learning time	Patterns of learning behaviours can have a lasting impact on the outcomes of the pupils. This includes understanding of, and engagement with, efficient routines and strategies, resilience and independent working practices. It also includes self-awareness and regulation – both in lessons and social times. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216	4
Continue to embed the principles of good practice as outlined in DfE	Persistent absence is an immediate issue facing schools across the country. Pupils are disproportionately more likely to come from socio-economically disadvantaged	5

Attendance Guidance in school-based policy and practices. This will include: • Pro-active and consistent communication with families • Rapid first day absence contact • Support and intervention plans	backgrounds. So, tackling persistent absence is an important part of improving education outcomes for this group. This will be done by fully implementing a robust attendance procedure and regularly updating and creating narratives around key cases of attendance – intervening and supporting as needed. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	
Enhance and improve the quality of social and emotional (SEL) learning – including through the training for, and introduction of, OPAL (Outdoor Play and Learning) approach and resources	Through observations and data, it has been identified that a small minority of disadvantaged children are faced with behavioural challenges in the classroom and on playground. By providing MSAs with positive behaviour management training, and the introduction of the OPAL (Outdoor Play and Learning) approach and resources, issues will be decreased, well-being will improve and ensure all 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 Our vision - Outdoor Play and Learning	4
Develop and implement the school Mental Health Strategy so as to improve the quality of social and emotional (SEL) learning – including the ongoing appointment of a Mental Health Lead and Pupils	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. 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 the ongoing appointment of a Mental Health Lead, and providing training to all teachers, children will be better support with their mental health. Wellbeing Champions will again be appointed from Years 5 and 6.	6

Wellbeing champions.	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	
Enhance and improve the quality of social and emotional (SEL) learning – including through an Enrichment Experiences Programme and access to the enhancement opportunities within the school curriculum.	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. Extra-curricular activities offered, e.g. recorder club, Young Voices. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning All children will have access to subsidised trips, where needed. Funding ensures that pupil premium children pay 50% of trips and residential. These experiences not only promote well-being but also give capital with which pupil can then use to further develop their learning and skills (eg writing about a range of settings visited, geography fieldwork in action).	1, 4, 5, 6

Total budgeted cost: £40905

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

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

- A range of monitoring, review points, lesson observations and learning walks indicate consistently good quality first teaching. This has now been sustained over time across all acres of school, e.g. year groups and subjects. External quality assurance visits from SET visits as well as ongoing internal scrutiny.
- The Carlton Teaching and Learning Toolkit continues to be an embedded feature of our school and positively contributes to the consistency of effective pedagogy and practice.
- Investment in an embedded programme of professional development, coaching and collaboration with a range of settings support our drive to sustain and develop our implementation of our ambitious curriculum. This included work from subject lead teachers that continued the drive for consistently higher standards. Curriculum unit plan development supported stronger outcomes for all pupils.
- Outcomes for pupils at the end of KS2 in 2025 were strong for our disadvantaged pupils when compared to national figures for the same cohort. Attaining the end of key stage expected standard, disadvantaged pupils at Carlton achieved 67% in Writing compared with 59% nationally, and in 67% in Mathematics compared with 61% nationally.
- There is a strong achievement profile across school. This can be seen in the Early Years GLD which was 73% in July 2025, compared to national averages of 69%. Disadvantaged pupils outperformed non-disadvantaged pupils (83% achieving GLD compared to 77%). Pupils attaining the required standard for the Phonics Screening Check was above national at 92% whilst disadvantaged pupils have progressed well also attaining 75% (the national for all pupils being 80%) **Disadvantaged data comparators not available until 9.1.10.250*

Children follow a well sequenced English curriculum, including the teaching of spelling, punctuation and grammar, ensuring attainment is consistently high across all year groups.

- A well sequenced English curriculum, incorporating Talk 4 Writing, continued to be successfully implemented and further supplemented with an additional systematic spelling scheme resource this year. Evidence from monitoring demonstrates that this is having a positive impact on outcomes for all pupils, including disadvantaged pupils, from the point of use from Y2 onwards. 4 of the 6 disadvantaged pupils at the end of KS2 attained the expected standard or better in the statutory Grammar, Punctuation and Spelling assessment, with the remaining 2 pupils missing this standard by the smallest margins. This scheme needs to continue to be embedded into the next academic year onwards to sustain and build on this improving picture.

To equip children with a higher standard of spoken English

- Senior leaders, in collaboration with schools across SET, were successful in implementing the strategic plan for teaching oracy. Learning walks evidenced that children were increasingly using sentence stems across a range of systems and responding well to staff modelling high standards in spoken English. This work needs to continue, be embedded and further developed across subject disciplines into the coming years.

Children with the most complex and challenging behaviour needs are supported appropriately and consistently to enable them to make positive choices.

- High expectations of behaviour were evidenced during learning walks, visits and pupil voice surveys all demonstrated a culture of positive, safe choices across the school.
- Monitoring showed that teachers are consistently applying clear, agreed gestures, such as 'top standard' which supported strong outcomes. Behaviour policy and procedures were consistently applied by all staff, including at social and less structured times.
- Fewer children received a high number of sanctions compared to the previous year, with the vast majority only receiving minimal reminder sanctions across the year, and this reduced dramatically into the summer term also. 65% of children received zero sanctions in the whole school year. This demonstrates the effectiveness of school policies.
- Personalised support plans for disadvantaged pupils with more complex behaviour needs proved to be particularly effective and enabled these pupils to successfully access more learning time. This had a positive impact on outcomes – including attaining the expected standard in writing which demonstrated accelerated progress from starting points.
- Whole school statistics meant seven 'Good to be Gold' celebrations across the school year were held, showing good behaviour records for the vast majority of pupils.

To set a culture of regular school attendance for all pupils, particularly our disadvantaged pupils.

- Systematic attendance policies and procedures were robustly applied throughout the year and secured an improving picture. This included 1st day absence contact and regular communication with families in regard to punctuality, dips attendance rates as well as positive acknowledgement for changes in patterns. Although unexpected lack of capacity in regard to support from a Home School Worker meant this was not able to be realised, school and collaboration with local authority partners, particularly in the non-authorisation and then issuing of sanctions for term time holidays taken continued the drive of setting a culture of regular school attendance.
- There is an improvement in the overall attendance rate for all pupils at 94.5% in 2024 – 2025, up from the year previously, and is also broadly in line with attendance nationally at 94.8%. Attendance for disadvantaged pupils also improved year on year, and was at 91.8%

- The percentage of all pupils who are persistently absent was 22% with disadvantaged pupils at 25.8%. This is a marked improvement from the year previously, where this stood at 34.8%, demonstrating while there is still ongoing work to do with families, school policies and procedures are having a positive impact.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- Wellbeing champions from Y5 and Y6 were identified, trained and appointed to support their peers and younger pupils in having positive strategies for managing their emotional wellbeing.
- Continued investment in our appointment of a Mental Health Lead/Wellbeing Lead meant they were able to provide focused support and successfully worked with pupils across the years, supporting some at difficult times and others to develop resilience, engagement and emotional wellbeing. Individual case studies bear testament to the positive impact of this work.
- All pupils, including disadvantaged pupils, had opportunities to take part in a breadth of enrichment activities, such as a whole school pantomime trip, whole school beach trip, local visits and visitors to school.
- Subsidies for disadvantaged pupils families enabled all pupils to access these enrichment experiences – including a trip to the seaside, participation in the Young Voice event and the opportunity to learn a musical instrument. Individual support was also provided for pupils that demonstrated a keen interest and talent – such as attendance at Rock Steady.
- Almost all disadvantaged pupils across Y4, Y5 and Y6 choose to attend the Young Voices club in preparation for involvement in the final concert performance.
- Personalised support proved successful in a number of case studies, including intensive work with both child and family which resulted in the pupil being able to attend a trip to London – something that had been unattainable prior to this work.
- Pupil leadership was established – including School council - allowing children to have an active voice and to be involved in making decisions within school.
- Pupil surveys demonstrated that pupils overwhelming stated they felt happy, safe and had a number of trusted adults in school they could talk to if they needed help or support.

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
Mastering Maths KS1 and KS2	Maths Hub/ Clare Christie
Maths Ready to Progress Intervention	NCTEM
White Rose Maths	White Rose Education
Handwriting Scheme	ISHA
Phonics & Spelling schemes	Read Write Inc
NFER Pupils attainment tests	NFER