

# Pupil premium strategy statement – Carter’s Charity Primary School 24/25

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 disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	174 (Mobility in Year - 3)
Proportion (%) of pupil premium eligible pupils	25.6% (44 Children)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	3YRS
Date this statement was published	01/11/24
Date on which it will be reviewed	31/07/ <b>25/26/27</b>
Statement authorised by	Jo Miller/Governing Board
Pupil premium lead	Jo Miller
Governor / Trustee lead	Jessica Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,870
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£69,870

# Part A: Pupil premium strategy plan

## Statement of intent

- Our goal is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that objective, including progress for those who are already high attainers. The activities featured in this strategy are an integral part of our School Improvement Plan and other school action plans.
- Our strategy aims to support pupils deemed to be vulnerable, regardless of whether they are disadvantaged or not. This may include those who have a social worker and young carers.
- We use a range of data sources (including diagnostic assessment, attainment data, attendance data, pupil voice surveys, strategic monitoring & evaluation) to identify the main challenges affecting the progress and attainment of our pupils. The main aim is to address these challenges through high-quality teaching for all pupils, which is proven to have the strongest impact on those pupils eligible and for those who are not. Experienced, highly skilled staff are used to close identified gaps (for targeted academic and mental / emotional support).
- We develop a culture of high expectations at Carter's where all staff think deeply about the support of disadvantaged pupils. They strive to identify need at the earliest possible time and provide challenge in the work they set. We truly believe that supporting disadvantaged pupils is built upon a strong partnership between family and school. We involve parents in regular discussions about their child's learning and progress.

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data since September 2023 indicates that attendance among disadvantaged pupils has been up to 7% lower than for non-disadvantaged pupils. Further-more, lateness is affecting some of our pupils because they might be arriving having missed key aspects of our day e.g. phonics, start of day focus activities.

2	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention to support their emotional wellbeing.
3	Observations and discussions show a proportion of our disadvantaged pupils struggle to maintain attention and focus during lessons, which affects their capacity to learn.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
5	Assessments, observations, and discussions with pupils show that some of our disadvantaged pupils find it challenging to retain key concepts over the long-term.
6	Pupils' wider experiences from their home life have become increasingly limited for some children. The school's demographic of mostly white British limits their understanding of key themes i.e. culture and diversity.

## 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 achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2023/24 &amp; 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>Overall attendance for all pupils being no less than 96%</li> <li>Attendance gap (between PP and non-PP) reducing by 2% (Since September 2023-4 the gap has been up to 7%)</li> </ul>
To provide children and families with high-quality pastoral and emotional wellbeing support	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support. Sustained high levels of emotional wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>indications from specific use of formal profiles</li> </ul>

<p>Attention and focus during lessons allow pupils to think deeply about lesson content and learn effectively</p>	<p>Observations in lessons show that a range of strategies are utilised to support all pupils' improved attention and focus, including Cold Calling, Think, Pair, Share and Check for Understanding. In addition, teachers' have a good awareness of starting points and specific groups of pupils. This leads to pupils consistently showing effective listening, engagement and focus on the learning, enabling them to make progress over the long term.</p>
<p>Disadvantaged pupils exposed to a rich and varied range of experiences and opportunities</p>	<ul style="list-style-type: none"> <li>• Our values overarch our curriculum and encourage pupils to develop a deep and detailed understanding of concepts</li> <li>• Our Pupil Offer is monitored and reviewed annually with a view to ensuring all pupils receive an exciting, diverse range of experiences</li> <li>• Extra-curricular opportunities offered are varied and rich - disadvantaged pupils' access to these is prioritised and monitored</li> </ul>
<p>Disadvantaged pupils demonstrate a wider repertoire in terms of their vocabulary and greater confidence speaking in whole sentences</p>	<p>Improved oracy for all pupils, particularly disadvantaged pupils, demonstrated by:</p> <ul style="list-style-type: none"> <li>• An overarching progression for oracy introduced and built into planning.</li> <li>• Teachers establishing and modelling ambitious and challenging norms for talk, ensuring that pupils understand the expectations for talk in their classroom.</li> <li>• Opportunities for oracy being regular, purposeful, appropriately pitched and thoughtfully planned to ensure that pupils are well prepared to meet expectations</li> <li>• Pupils using full sentences when speaking to their peers and adults consistently both in and out of the classroom</li> <li>• Books showing good use of taught vocabulary</li> <li>• Children using taught vocabulary verbally in the classroom, in their writing and during pupil voice focus groups</li> </ul>

Pupils are given regular opportunities to retrieve key knowledge, and this results in more pupils experiencing a change in their long-term memory	<ul style="list-style-type: none"> <li>• Lesson observations show teachers are utilising a range of retrieval techniques frequently.</li> <li>• When talking with pupils, it is clear they understand that the struggle to remember is the key aspect of any retrieval task – they appreciate the metacognitive principles that underpin retrieval: the more times you try to recall something, the stronger the connections form in the long-term memory</li> <li>• When quizzed and asked to recall knowledge, more disadvantaged pupils are able to do so with confidence</li> <li>• Over time, regular retrieval of key knowledge allows disadvantaged pupils to make good progress in their learning</li> </ul>
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## Activity in this academic year

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

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

Budgeted cost: £59,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a research-engaged pedagogical approach at the school using aspects of the Great Teaching Toolkit	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. <a href="https://www.eef.org.uk/eef/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 5
Improve quality and consistency of phonics teaching and support through ongoing CPD and training	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	3, 4, 5

	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
Use a PSHE curriculum which supports statutory RSE, as well as SMSC / British Values, E-Safety etc.	Well-regarded PSHE scheme recommended by schools  <a href="https://www.coramlifeeducation.org.uk">SCARF: Safety, Caring, Achievement, Resilience, Friendship (coramlifeeducation.org.uk)</a>	2
Refine and enhance vocabulary strategy	Approaches to develop vocabulary can be split into two groups: (1) explicit teaching of new vocabulary and (2) exposure to a rich language environment with opportunities to hear and confidently experiment with new words. Both approaches should be used.  <a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	4, 5
Introduce clear approach to teaching of oracy and expectations of progression through the school	The Oracy All-Party Parliamentary Group Inquiry found that oracy education matters for all children but can have a much greater impact on the learning and life chances of some for whom the blight of an absence of oracy in their education will also be most damaging. Research consistently finds that children from low-income homes start school with lower language levels than their more advantaged peers, and these gaps grow as children move through school. The pandemic has also widened the language gap. Research shows a greater focus on oracy can enable disadvantaged students to fulfil their potential and narrow the attainment gap between them and more advantaged peers.  <a href="https://www.inparliament.uk">Homepage   Oracy APPG (inparliament.uk)</a>	4, 5
Introduce range of strategies to support teachers use of retrieval techniques	Retrieval practice potentially offers one of the most effective ways to help children learn. It can help them identify gaps in their knowledge as well as helping transfer information from short-term memory to long-term memory. This <a href="#">recent research</a> suggests an added benefit: that it isn't affected by individual differences between pupils and this means that retrieval practice should be helpful, and encouraged, for all children.  <a href="https://blog.innerdrive.co.uk/retrieval-practice-benefits-all-students">https://blog.innerdrive.co.uk/retrieval-practice-benefits-all-students</a>	5
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:  <a href="https://www.educationendowmentfoundation.org.uk">Education Endowment Foundation   EEF</a>	5

Fine-tune school-wide approach to teaching for mastery in mathematics	We have reflected deeply about our maths teaching and are implementing changes to our standard lesson structure in all year groups, in order to enable all pupils to access high-quality teaching of applied mathematical reasoning and problem-solving on a daily basis. <a href="#">Supporting Research, Evidence and Argument   NCETM</a>	5
Finalise development of a varied and ambitious knowledge-rich curriculum	A clear ad sequential curriculum with intent and implementation that fulfils the requirements of the National Curriculum while ensuring the development of key skills and attitudes alongside a depth of knowledge and understanding. A curriculum that is bespoke to the uniqueness of our demographic and links to the wider area. <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support for identified pupils around the oral language, vocabulary and phonics.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 5
Promoting a love of reading with disengaged pupils	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. <a href="#">reading for pleasure.pdf (publishing.service.gov.uk)</a>	2, 4, 6
Consistent delivery of nurturing interventions to enable pupils to develop social and emotional skills	This study suggests that nurture groups are a highly promising form of provision for young children with a wide range of Emotional, Social and Behavioural Difficulties. There is also good evidence to suggest that successful nurturing activities contribute to the development of the 'nurturing school'.	1, 2, 6

	<a href="https://www.gov.uk/guidance/supporting-children-with-challenging-behaviour">Supporting children with challenging behaviour - GOV.UK (www.gov.uk)</a>	
Additional experienced staff member used for targeted 1:1 and small group support with pupils	On average, one to one and small group tuition is very effective at improving pupil outcomes. Tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	3, 5

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed clear system to enable swift identification of persistent absentees and latecomers, along with clear follow-up procedures	Improving attendance is everyone's role. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614447/Working-together-to-improve-school-attendance.pdf">Working together to improve school attendance (publishing.service.gov.uk)</a>	1
Pastoral offer including: Well Being and Mental Health Provision Map initiated Mental health and well-being policy for pupils drafted with the support of school council Improved parental engagement – set up dedicated area on school website /Dojo/ information gather sessions for parents to access information and be signposted to support	<a href="#">KCSIE 2022</a> highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer. <a href="#">EEF Case Study Example</a> <a href="#">DFE Supporting Wellbeing</a> <a href="#">DFE Mental Health &amp; Wellbeing in Schools</a>	1, 2
Outdoor learning and / or Forest/Beach School	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes	1, 2, 4, 6



for all pupils (staggered across the year)	<p>such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
Extra-curricular opportunities provided	<p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p>	6
Subsidising of school trips and events	<p>All trips and events during school curriculum time rely on voluntary contributions. We recognise individual family's needs and circumstances and maintain a pot within the budget and pupil premium allocations to supplement any shortfalls.</p> <p>School trips can make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and man-made world, the present and past, science and arts, language and music can all be enhanced outside the classroom.</p> <p><a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a></p>	6

**Total budgeted cost: £69,870**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 and 23/24 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum, than those of their peers. This was echoed in end of key stage national assessments; however, the gap was closing after the academic year 23/24. Our PPG pupils out for at the higher standard for reading for 23/24

Our analysis of these outcomes includes the fact that our pupil premium eligible pupils are also on the SEND register and so struggle to achieve age related expectations.

The overall attendance in 2023/24 was lower than in the preceding years at 94.4%; pupils eligible for the PP Grant attendance was lower at 88.8%, with 16 pupils classed as persistently absent.

Our assessments and observations indicated that although we saw a significant improvement in pupil behaviour, wellbeing and mental health was and is still being impacted by the knock-on effects of COVID-19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

We used PP funding to help resource our sensory room to provide a space for child to help with wellbeing and improve self-regulation techniques. This enabled children to develop skills to enable them to remain focussed and on task as much as possible.

We also used PP funding to support staff deployment and CPD especially in the application of specific support programmes.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school wide literacy software solution.	International Dyslexia Learning (IDL)

Number Stacks uses a unique combination of stackable place-value counters and video tutorials to enable any adult, regardless of teaching experience, to help children master the foundations of the number system.	Number Stacks
TT Rock Stars is a multiplication focused programme that enables pupil to build up their stamina in preparation for the Y4 multiplication test but also to build up retrieval of knowledge for timetables need to be a sound mathematician	TT Rockstars
Accelerated Reader motivates students to read more through engaging quizzes, goal setting, and personalized recommendations. As students increase their reading volume, they develop greater reading stamina, word recognition, and language comprehension skills.	Accelerated Reader Digital

