

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	Carleton Endowed VA Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Susan Marshall Interim Headteacher
Pupil premium lead	Mrs Susan Marshall Interim Headteacher
Governor / Trustee lead	IEB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,415
Recovery premium funding allocation this academic year	£2,000
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	£20,415

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 their full potential across the curriculum.

Quality first teaching for all 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.

In addition to quality first teaching other approaches we use at Carleton include:

- Employment of additional staff to support learning
- High quality CPD to ensure that teaching staff have good subject knowledge
- Specific equipment and resources
- Delivery of bespoke interventions according to need
- Referrals to NY services and outside agencies to support specific need

Additionally, we strive to ensure pupils receiving Pupil Premium Funding are able to access all aspects of the wider curriculum including additional clubs, music lessons, swimming lessons and school visits including residential.

Our strategy is integral to wider school plans for education recovery following the disruption caused by the Coronavirus pandemic which began in March 2020. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

At Carleton, this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths. We are supporting pupils through the Recovery Premium Fund and funding received from the school led tutoring initiative.

Challenges

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

Challenge number	Detail of challenge
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1	Attainment: Assessments show a significant proportion of our disadvantaged pupils are below age related expectations in writing. This is evident from Reception to Y6.
2	Attainment: Assessments show a significant proportion of our disadvantaged pupils are below age related expectations in maths. This is evident from Reception to Y6.
3	Attainment: Many of our disadvantaged pupils have below age-related scores in Personal and Social Development, Communication and Language, Reading, Writing and Number when they enter Reception and support is needed to accelerate progress towards age related expectations in EYFS and KS1.
4	Mental Health and Well-being: Our observations and discussions with pupils and families have identified social and emotional issues for many pupils post lockdown, including a lack of resilience, low confidence, low self-esteem, anxiety and the need to develop the ability to work with others in an effective team.
5	Attainment: 20% of our disadvantaged children also have additional SEND needs which has an impact on learning.
6	Financial barriers the cost of clubs, music lessons, swimming lessons, school visits can be prohibitive for some families.

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
Accelerated progress and improved writing attainment amongst disadvantaged pupils EYFS- Y6	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> · Ongoing formative assessments in individual, group or whole class writing lessons · Summative termly writing assessments · Writing monitoring – observations of lessons, work scrutiny and pupil voice. · Targeted support / intervention to support individual pupils · evidence of progress from the baseline assessments of specific interventions where relevant · Data from national assessments (EYFS Profile in CAL, Y2 and Y6 Writing SAT data) show increase in disadvantaged pupils achieving at least age related expectations.
Accelerated progress and improved maths	Evidence of accelerated progress and attainment using the following:

<p>attainment amongst disadvantaged pupils EYFS – Y6</p>	<ul style="list-style-type: none"> · Ongoing formative assessments in individual, group or whole class maths lessons · Summative termly maths assessments using White Rose end of unit assessments <ul style="list-style-type: none"> ● Monitoring of times tables progress using TT Rocks Stars · Maths monitoring – observations of lessons, work scrutiny and pupil voice. · Targeted support / intervention to support individual pupils · evidence of progress from the baseline assessments of specific interventions where relevant · Data from national assessments (EYFS Profile in Number, Y4 multiplication check, Y2 and Y6 Maths SAT data) show increase in disadvantaged pupils achieving at least age related expectations. <ul style="list-style-type: none"> ● Maths on the Move - engaging pupils with maths through sport
<p>Accelerated progress and improved reading attainment among disadvantaged pupils in EYFS and KS1.</p>	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> · Ongoing formative assessments in individual, group or whole class reading & phonics lessons · Summative termly reading & phonics assessments · reading & phonics monitoring – observations of lessons, work scrutiny and pupil voice. · Targeted support / intervention to support individual pupils · evidence of progress from the baseline assessments of specific interventions where relevant · Data from national assessments (EYFS Profile in CAL, Y1 and Y2 Phonics check, Y2 reading SAT data) show increase in disadvantaged pupils achieving at least age related expectations.
<p>Expected progress and age related in foundation subjects EYFS – Y6 ensuring children know more and remember more.</p>	<p>Monitoring of foundation subjects to ensure all children receive quality first teaching.</p> <ul style="list-style-type: none"> - Lesson observation, pupil voice, work scrutiny - Data from formative assessment (progression in foundation subjects/knowledge organisers)
<p>Targeted support for disadvantaged pupils with SEND ensures all achieve their potential reading, writing and maths</p>	<p>evidence of progress from the baseline assessments of specific interventions</p> <ul style="list-style-type: none"> · formative assessment and work in books show evidence of accelerated progress and attainment

	<ul style="list-style-type: none"> · Data from national assessments show increase in disadvantaged pupils achieving at least age related expectations Pupil voice indicates children with SEND enjoy their learning
<p>Targeted support has improved children's emotional regulation, confidence, esteem, built resilience and improved mental well-being and ability to work as a team.</p>	<p>Evidence related to individual pupils:</p> <ul style="list-style-type: none"> · Use of targeted IEPs plans, targeted adult support · Reduction in number of challenging behaviour incidents recorded on CPOMS · Reduction in number of cause for mental health concerns recorded on CPOMS · Referral to relevant services: Compass Buzz, NHS Trailblazer, Inclusion Hub, Early Help, Healthy Child Team, CAMHS, SELFA , · Pupil voice <ul style="list-style-type: none"> ● Reports from school mental health lead · Data from Health and Wellbeing Surveys
<p>Financial support ensures disadvantaged children have equal access to wider curriculum offer</p>	<p>All disadvantaged pupils are enabled to take part in school visits and residential visits</p> <ul style="list-style-type: none"> · All disadvantaged pupils have access to out of school clubs and music lessons

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: **£8,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme Little Wandle Phonics to secure stronger phonics teaching for all pupils	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3,5
Purchase of books for class libraries ensuring reading books are effectively matched to age related expectations and need	Evidence shows a strong correlation between reading attainment and future academic success as well as an increase in enjoyment in reading	1,3,5
Support for SEND pupils (dyslexia)	High level of interest books pitched at correct level for children to support dyslexic readers	5,1,
Purchase of Jane Considine writing resources and CPD to build children's oral literacy and vocabulary and fund teacher release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,3,5
Resources to improve provision in EYFS and promote talk and vocabulary building	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5

CPD reading and maths and staff release time	EEF Foundation Quality First Teaching	1,2,3,5
CPD writing and staff release time to monitor writing across school	EEF Foundation Quality First Teaching	1.3.5
Release time for staff to work with NHS Trailblazer and Compass Phoenix to attend CPD mental health and well-being	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Release time for SLT to monitor strategies to improve mental health and well-being	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Funding to release subject leaders for CPD and to monitor foundation subjects ensuring all pupils have access to high quality curriculum	EEF Foundation Quality First Teaching	1,2,3,5,
CPD Yorkshire Ridings Maths Hub: Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2,3,5
CPD Burley Woodhead English Hub: Enhancement of our writing and reading	EEF Foundation Quality First Teaching	1,3,5

teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Hub resources and CPD).		
Purchase of PIVATS 5 diagnostic assessments for target setting	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	5

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

Budgeted cost: **£16,230 plus additional teacher**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher employed (Sept 2021) to enable smaller groups, single year group teaching	EEF guidance reports on High Quality Teaching and Targeted academic support	1,2,3,4,5,
Additional support staff hours to provide 1:1 and small group interventions in maths, LKS2 (School Led Tutoring)	EEF guidance on targeted academic support	2,3,4,5
Additional support staff hours to provide 1:1 and small group interventions in writing LKS2 (School Led Tutoring)	EEF guidance on targeted academic support	1,3,4,5
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	1,2,3,4,5

who require further phonics support.	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Additional support staff hours to provide 1:1 and small group interventions in reading and phonics (EYFS and KS1)	EEF guidance on targeted academic support	1,3,5
Appointment of mental health lead to support pupils with mental health and anxiety DfE grant to train a senior mental health lead.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: **£1,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to provide access to wider curriculum (music, swimming, visits, clubs)	Sutton Trust Report on extra curricular equalities	6
Additional adult support for pupils with SEMH and anxiety	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

Support for SEND pupils SEMH	Training a member of staff through play therapy to support children's emotional well-being.	5
Training from NYCC SEND Hub re strategies to support pupils with SEND (fund release time)	EEF guidance on targeted academic support	5
Financial contribution to SELFA (Skipton charity) towards the cost of enabling disadvantaged pupils accessing out of school and holiday clubs.	Sutton Trust Report on extra curricular equalities	4,5

Total budgeted cost: £27,300

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.

The Covid pandemic which led to disruption to education from March 2020 affected all pupils. At Carleton provision was made for disadvantaged pupils to attend school with key worker children.

Covid outbreaks did lead to the closure of class bubbles with closures in Year R/1 and Year 4/5. Children were then taught using remote learning. Please see our remote learning policy here: <https://www.carletonendowedprimary.org.uk/policies/pupil-remote-learning-policy>

Classteachers kept in contact with pupils and provided learning resources using the platform Seesaw. Some of our disadvantaged pupils received chromebooks via the Dfe.

While remote learning had a part to play, it could not replace quality first face to face teaching within school.

Assessments at the end of the academic year 2021 showed pupils learning had been significantly disrupted with progress and attainment lower than expected.

Overall attendance for 2020-21 was 97.7%

As well as a focus on raising academic attainment and accelerate progress, we are supporting pupil's mental health and well-being which has been affected by Covid issues. Targeted pastoral support is being provided to all pupils who require support.

Externally provided programmes

Programme	Provider
SELFA – Skipton Extended Learning for All	Skipton based Charity