

## 3 year pupil premium strategy statement (updated October 22)

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	171
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs Helen Dudman Headteacher
Pupil premium lead	Mrs Helen Dudman Headteacher
Governor lead	IEB

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20, 080
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,080

# 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 have supported 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
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 disadvantaged 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
<p>Accelerated progress and improved writing attainment amongst disadvantaged pupils EYFS- Y6</p> <p>(Disadvantaged pupils to make progress that is in line with, or above the national figure)</p>	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> <li>· Ongoing formative assessments in individual, group or whole class writing lessons</li> <li>· Summative termly writing assessments</li> <li>· Writing monitoring – observations of lessons, work scrutiny and pupil voice.</li> <li>· Targeted support / intervention to support individual pupils</li> <li>· evidence of progress from the baseline assessments of specific interventions where relevant</li> <li>· 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.</li> </ul>

<p>Accelerated progress and improved maths attainment amongst disadvantaged pupils EYFS – Y6</p> <p>(Disadvantaged pupils to make progress that is in line with, or above the national figure)</p>	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> <li>· Ongoing formative assessments in individual, group or whole class maths lessons</li> <li>· Summative termly maths assessments using White Rose end of unit assessments <ul style="list-style-type: none"> <li>● Monitoring of times tables progress using TT Rocks Stars</li> </ul> </li> <li>· Maths monitoring – observations of lessons, work scrutiny and pupil voice.</li> <li>· Targeted support / intervention to support individual pupils</li> <li>· evidence of progress from the baseline assessments of specific interventions where relevant</li> <li>· 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"> <li>● Maths on the Move - engaging pupils with maths through sport</li> </ul> </li> </ul>
<p>Accelerated progress and improved reading attainment among disadvantaged pupils in EYFS and KS1.</p> <p>(Disadvantaged pupils to make progress that is in line with, or above the national figure)</p>	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> <li>· Ongoing formative assessments in individual, group or whole class reading &amp; phonics lessons</li> <li>· Summative termly reading &amp; phonics assessments</li> <li>· reading &amp; phonics monitoring – observations of lessons, work scrutiny and pupil voice.</li> <li>· Targeted support / intervention to support individual pupils</li> <li>· evidence of progress from the baseline assessments of specific interventions where relevant</li> <li>· 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.</li> </ul>
<p>Expected progress and age related achievement 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"> <li>- Lesson observation, pupil voice, work scrutiny</li> <li>- Data from formative assessment (progression in foundation subjects/knowledge organisers)</li> </ul>
<p>Targeted support for disadvantaged pupils with SEND ensures all achieve their potential</p>	<p>evidence of progress from the baseline assessments of specific interventions</p>

<p>reading, writing and maths</p>	<ul style="list-style-type: none"> <li>· formative assessment and work in books show evidence of accelerated progress and attainment</li> <li>· Data from national assessments show increase in disadvantaged pupils achieving at least age related expectations</li> </ul> <p>Pupil voice indicates children with SEND enjoy their learning</p>
<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"> <li>· Use of targeted IEPs plans, targeted adult support</li> <li>· Reduction in number of challenging behaviour incidents recorded on CPOMS</li> <li>· Reduction in number of cause for mental health concerns recorded on CPOMS</li> <li>· Referral to relevant services: Compass Buzz, NHS Trailblazer, Inclusion Hub, Early Help, Healthy Child Team, CAMHS, SELFA</li> <li>, · Pupil voice</li> <li>    Reports from school mental health lead</li> <li>· Data from Health and Wellbeing Surveys</li> </ul>
<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"> <li>· All disadvantaged pupils have access to out of school clubs and music lessons</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-23)** to address the challenges listed above.

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

Budgeted cost: **£11,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued CPD for all staff across the school for <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (TA access to training days and staff meetings £500)</p> <p>CPD Burley Woodhead English Hub: Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Hub resources and CPD - £750).</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Quality first teaching EEF</p>	<p>1, 3,5</p>
<p>Continued use of Jane Considine writing resources and CPD with a focus on extending pupils' vocabulary to build their oral literacy.</p> <p>(Resource cost £500. Funding for teacher release time - £1750)</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>1,3,5</p>

<p>CPD Yorkshire Ridings Maths Hub: Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Training is funded however we will fund further teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). £1000</p>	<p>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:</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612216/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.org.uk/evidence/evidence-base/Improving-Mathematics-in-Key-Stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	2,3,5
<p>Improve provision in EYFS and Y1 to improve outcomes and promote talk and vocabulary building through work with an Early excellence adviser</p> <p>Early Excellence funded centrally by Trust</p> <p>(Teacher release time - 6 days £1500. Resources to promote talk and reading £2000)</p>	<p>There is evidence of language gaps for disadvantaged pupils at the beginning of school. EEF suggest targeted communication support may be a promising approach to narrow these inequalities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a></p>	1,2,3,4,5
<p>Purchase an online tracking system to be able to more accurately track and monitor the progress and attainment of all groups of pupils - specifically disadvantaged (purchase of resource plus staff training £1500)</p> <p>Introduce pupil progress meetings with a focus on specific groups including SEND and disadvantaged (1 day cover per term £750)</p>	<p>School's own monitoring and external reports show that there needs to be greater clarity around tracking for vulnerable groups</p>	1,2,3,5
<p>Introduce the Thrive approach across the school. (Thrive training centrally funded by Trust - school to fund cover for staff training and resources to develop Thrive room £2000)</p>	<p>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):</p>	4,5

Fund release time for SLT to monitor strategies to improve mental health and well-being (£750)	<a href="https://www.educationendowmentfoundation.org.uk/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£8344 (plus additional teacher)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
7 class structure retained for another year to enable smaller groups, single year group teaching (Cost of additional teacher)	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 who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5



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

Budgeted cost: **£2809.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to provide access to wider curriculum (music, swimming, visits, clubs) £1500	Sutton Trust Report on extra curricular equalities	6
Improve the school's approach to pupil mental well-being; implement Zones of regulation and continue work with NHS Trailblazers to develop pupil mental health champions, ensuring disadvantaged children are central to this provision	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): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4
Financial contribution to SELFA (£1309.50) 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: £22,653**

## 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 2021 to 2022 academic year.

#### **Intended outcome 1: Accelerated progress and improved writing attainment amongst disadvantaged pupils EYFS- Y6**

EYFS – all of our pupil premium children achieved the expected standard in English 66% of them achieved GLD which is in line with the national figure.

KS1- Our outcomes for pupil premium were in line with the national figure for writing

KS2 – there were no pupil premium children in Y6

Reflection on impact so far: The Jane Considine approach to writing has been rolled out across the school, it is used consistently and is starting to have an impact on writing outcomes, evidence so far shows that we are making strong progress towards our 3 year target

#### **Intended outcome 2: Accelerated progress and improved maths attainment amongst disadvantaged pupils EYFS – Y6**

EYFS – all of our pupil premium children achieved the expected standard in maths, 66% of them achieved GLD which is in line with the national figure.

Attainment in maths in KS1 for pupil premium children was below the expected figure.

Reflection on impact so far: Launch day for TTRS was successful and raised the profile of times tables across the school. Results for MTC and statutory assessments show we still have a way to go to achieve our 3 year target

#### **Intended outcome 3: Accelerated progress and improved reading attainment among disadvantaged pupils in EYFS and KS1.**

EYFS – all of our pupil premium children achieved the expected standard in reading, 66% of them achieved GLD which is in line with the national figure.

Y1/2 phonics - Targeted phonics interventions are having an impact for individual pupils, but phonics results are not yet in line with the national figure.

KS1- 75% pupil premium children achieved the expected level in reading this is above the National figure.

Reflection on impact so far: There is an attractive library area in the hall – all classrooms now have their own age appropriate library with high quality texts. Progress and attainment are varied but we appear to be making steady progress towards our 3 year target

**Intended outcome 4: Expected progress and age related in foundation subjects EYFS – Y6 ensuring children know more and remember more.**

Lesson observation, pupil voice, work scrutiny and data from formative assessment (progression in foundation subjects/knowledge organisers) shows that pupil premium children are achieving in line with their peers.

Reflection on progress so far: Subject leaders are proactively driving their subjects and holding staff to account for the progress of all groups of pupils. Single year group teaching has provided clarity around the curriculum for each year group, and small class sizes have benefitted the pupils.

**Intended outcome 5: Targeted support for disadvantaged pupils with SEND ensures all achieve their potential reading, writing and maths.**

Pupil voice shows that pupil premium children with SEND enjoy their learning. NY SEND Hub have provided intensive support for a number of our PP children

Reflections on progress so far:

The SENCO left part- way through the year and a new SENCO is in place. We will ensure appropriate training, support and guidance are provided. IEPs now have measurable targets, but we still need to improve data tracking systems so that progress over time can be monitored more accurately.

**Intended outcome 6: Targeted support has improved children's emotional regulation, confidence, esteem, built resilience and improved mental well-being and ability to work as a team.**

NHS Trailblazers have provided 1:1 support for pupils and mental health staff training. SELFA provides after school and holiday care for our vulnerable pupils. This provides them with opportunities they would not otherwise have.

Reflections on progress so far:

Worry Monsters have been put in place and staff have received training from NHS trailblazers. Next step is to develop pupil MH champions and ensure PP children are central to this.

**Intended outcome 7: Financial support ensures disadvantaged children have equal access to wider curriculum offer**

School has ensured that all disadvantaged pupils have been able to access residentials, school visits, sporting events etc. Attendance at SELFA means that children have access to experiences that they would not otherwise have. This also develops their confidence and self-esteem.

## Externally provided programmes

Programme	Provider
SELFA – Skipton Extended Learning for All	Skipton based Charity
Whole school Mental Health support	NHS Trailblazers