

3 year pupil premium strategy statement (updated October 23)

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	Carleton Endowed CE Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 23
Date on which it will be reviewed	July 24
Statement authorised by	Mrs Helen Dudman Headteacher
Pupil premium lead	Mrs Helen Dudman Headteacher
Governor lead	Sasha Bune

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,190
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	£26,190

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.

Our vision statement; *A faithful community that loves, lives and learns with hope and joy; where everyone is valued and encouraged to flourish* is based on the parable of the lost sheep and signifies our inclusivity and our commitment to ensuring that everyone is valued and no-one is ever left behind.

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: 28% of our disadvantaged children also have additional SEND needs which has an impact on their 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"> · 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

	<ul style="list-style-type: none"> · 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.
<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"> · Ongoing formative assessments in individual, group or whole class maths lessons · Summative termly maths assessments using White Rose end of unit assessments <p>Monitoring of times tables progress using TT Rock Stars</p> <ul style="list-style-type: none"> · 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.
<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"> · 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 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"> - 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 · Data from national assessments show increase in disadvantaged pupils achieving at least age related expectations <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"> · 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 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 (2023-24)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued CPD for all staff across the school for DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (TA access to training days and staff meetings £500)</p> <p>CPD Burley Woodhead English Hub: Understanding the Reading Framework - Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund phonics subject leader and teacher release time to embed key elements of guidance in school and to access Hub resources and CPD - £1000).</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>Phonics Toolkit Strand Education Endowment Foundation EEF</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 - £700)</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1,3,5</p>

<p>White Rose Maths CPD and support 3.5 days</p> <p>Yorkshire Ridings Maths Hub: Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Support for maths from another school in the Trust</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). £2000</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2,3,5</p>
<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 £500)</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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p>	<p>1,2,3,4,5</p>
<p>Renew 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 £800)</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>	<p>1,2,3,5</p>
<p>Embed the Thrive approach across the school. (Thrive</p>	<p>There is extensive evidence associating childhood social and</p>	<p>4,5</p>

<p>training centrally funded by Trust - school to fund cover for new staff training and resources to develop Thrive room £3000)</p> <p>Fund release time for SLT to monitor strategies to improve mental health and well-being (£750)</p>	<p>emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£14,219 (plus additional teacher)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>7 class structure retained for another year to enable smaller groups, single year group teaching</p> <p>(Cost of additional teacher)</p>	EEF guidance reports on High Quality Teaching and Targeted academic support	1,2,3,4,5,
<p>Additional support staff hours to provide 1:1 and small group interventions in maths, LKS2 (School Led Tutoring) £14,219</p>	EEF guidance on targeted academic support	2,3,4,5
<p>Additional support staff hours to provide 1:1 and small group interventions in writing LKS2 (School Led Tutoring)</p>	EEF guidance on targeted academic support	1,3,4,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	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	1,2,3,4,5

	effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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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 Introduce Termly wellbeing days (300- resources, taxi for wellbeing champions to attend mtg £30)	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
Financial contribution to SELFA (5% of PP funding - £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: £27,528

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 2022 to 2023 academic year.

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

EYFS – work scrutiny and pupil discussions show evidence of very strong progress and achievement in writing

Across the school (Y1-6 combined) 100% of our disadvantaged pupils made at least expected progress in writing and 21% made better than expected progress.

Reflection on impact so far: The Jane Considine approach to writing is used consistently and is having a clear impact on writing outcomes, we are beginning to adapt the approach to meet our specific needs. 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 – work scrutiny and pupil discussions show evidence of good progress and achievement in maths

Across the school (Y1-6 combined) 100% of our disadvantaged pupils made at least expected progress in maths and 7% made better than expected progress.

Reflection on impact so far: Results for MTC and statutory assessments show we are making accelerated progress towards our 3 year target.

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

EYFS – Little Wandle is having a clear impact on phonics and reading outcomes

EYFS/Y1 100% of disadvantaged pupils are on track to achieve the expected level in phonics in EYFS and Y1

Across the school (Y1-6 combined) 85% of our disadvantaged pupils made at least expected progress in Reading and 25% made better than expected progress.

Y1/2 phonics - Targeted phonics interventions are having an impact for individual pupils, following advice and training from the English HUB

Reflection on impact so far:

Phonics audit by English Hub Jan 23: 'The school's move to a new SSP has been well managed. Leaders are clear about teaching expectations and have communicated well with parents about adaptations to the teaching programme'

Further texts for LW interventions were purchased mid-year

Progress and attainment are varied but evidence since January 23 shows good 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:

A new SENCO joined in September 2023. We will ensure appropriate training, support and guidance are provided. IEPs now have measurable targets, and improved data tracking systems measure progress over time more accurately. 2 of our disadvantaged pupils are awaiting the outcome of a statutory assessment request and one already has an EHCP

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 Whole class sessions (6 sessions per class) and 1:1 support for pupils and mental health staff training. They have trained up our well-being champions who are proactive and have organised really successful well-being days.

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.

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