

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	Carlton C of E Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S Mallalieu
Pupil premium lead	S Mallalieu
Governor / Trustee lead	H Tuohy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,380
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	£10,380

Part A: Pupil premium strategy plan

Statement of intent

Carlton C of E Primary School:

Every child matters and every voice is heard. All children are challenged to achieve their full potential in a safe and caring Christian environment, enabling them to move on as well rounded, confident individuals, prepared to face the future.

Our School Motto:

Work hard, reach for the stars and you will go far! “For with God nothing shall be impossible” Luke 1:37

The targeted and strategic use of pupil premium will support us in achieving our intent.

- We ensure that quality first teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Our observations indicate that the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by early childhood experiences to a greater extent than for other pupils.
3	Our disadvantaged pupils as a group have lower starting points than the whole cohort in reading, writing and maths.
4	Our disadvantaged pupils as a group have poor social and emotional development which leads to behavioural issues.

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
1 - Improve speaking and listening skills	Pupils make good progress by the end of the year and meet their individual targets
2- Provide nurture and emotional support for vulnerable/ CLA pupils	Children with social and emotional issues access the curriculum and achieve or exceed their individual targets.
3 – For disadvantaged pupils to make at least good progress from their individual starting points in reading, writing and maths.	Pupils make good progress by the end of the year and meet their individual targets. Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability.
4 - Support the mental health of all disadvantaged pupils	Pupils manage their emotions and are able to maintain friendships.

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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systemic Synthetic Phonics programme 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
Further improve the quality of social and emotional (SEL) learning. Team Teach training for all staff	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)	2,4

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

Budgeted cost: £2,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further improve the quality of social and emotional (SEL) learning. Team Teach training for all staff	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)	2,4
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3

Total budgeted cost: £10,380

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.

Due to Covid and partial school closures in Spring 2021, our internal assessments during 2020/21 do not show the improvement that we had planned for. As a result, progress and attainment for disadvantaged pupils is a priority in the 2021 Pupil Premium Strategy.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions where required.

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
None	