



## 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 & Faceby CE Primary School
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	11.53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	04/11/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Kathryn McDonald
Pupil premium lead	Kathryn McDonald
Governor / Trustee lead	John Ford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9080
Recovery premium funding allocation this academic year	£2000
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	£11,080



## Part A: Pupil premium strategy plan

### Statement of intent

At Carlton and Faceby, we realise that not all children who are eligible for free school meals are socially disadvantaged and also that not all pupils who are socially disadvantaged will be registered for free school meals, looked after or from service families. The purpose of the funding is to narrow the gap between eligible and non-eligible children, so the impact of the expenditure must reflect a narrowing gap between those groups of children, in terms of achievement. Pupil Premium is used to help fulfil our aims and vision for all children and provide additional help and support for those children and families who may, at times, need something over and above our normal level of provision.

For the previous financial year (2020/21), Carlton and Faceby is not required to publish a Pupil Premium Strategy on our website. This is to ensure that no single pupil can be identified in our data. The Department for Education (DfE) have issued the following guidance:

"The Department for Education's policy is to suppress publication figures relating to a cohort of 5 pupils or fewer. This is intended to reduce the risk of individual pupils being identified from published data".

This is a direct quote from the DfE's policy for publication of small numbers.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of some 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.</p> <p>This has resulted in some pupils having significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing (including spelling) and maths.</p>
2	<p>Pupils with identified needs had restricted access to resources (including support from specialists) during the pandemic resulting in some pupils falling behind in writing and maths.</p>



3	Resources for teaching Systematic Synthetic Phonics (SSP) were given to families at the start of each lock down. Many resources were not returned. This meant that school needed to purchase new resources such as phonically decodable reading books. The bespoke training for SSP became unavailable as a result of the pandemic. This resulted in a need for training for staff new to school. Some pupils returned to school with gaps in phonic knowledge.
4	Reduced access to experiences and extra-curricular activity impacting on knowledge.

## 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
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 100% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved writing (including spelling) attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard.
Every child becomes a fluent reader.	Disadvantaged pupils achieve at least in line with their peers and national average in statutory assessments.
All children, including the most disadvantaged, are equipped with the knowledge, skills and opportunities to make a positive contribution to the school and wider community.	Disadvantaged pupils have access to a wide range of extra-curricular activities and enrichment opportunities to explore and grow their interests and talents.



## 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: £ 7080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Rocket Phonics (a DfE validated Systematic 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	3
Enhancement of our maths teaching and curriculum planning in line with White Rose Maths and EEF guidance.  We will fund teacher release time to continue to improve quality first teaching. Access to Third Space Learning to support pupils' catch up.	White Rose Maths curriculum plans for mixed age teaching have been produced.  The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3  Pupil_Premium_Guidance_iPDF.pdf(educationendowmentfoundation.org.uk)	1
Improve the quality of social and emotional learning.  Purchase Jigsaw PSHE programme. Jigsaw approach will be embedded	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/evidence/evidence-base/primary/primary-social-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1



into routine educational practices and supported by professional development and training for staff.		
Purchase of The Write Stuff and The Spelling Book. The programmes provide a clear and systematic approach to the teaching of writing and spelling, providing a step-by-step framework.	<a href="https://www.thetrainingspace.co.uk/product/write-stuff/">https://www.thetrainingspace.co.uk/product/write-stuff/</a>	1, 2
Coaching and mentoring to continue to improve quality first teaching.	<a href="https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance-iPDF.pdf">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Access to educational visits and wider curriculum opportunities.	EEF - Provision of a range of initiatives to extend children's experiences see <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	1
Music enrichment opportunities including music lessons, instrument clubs and events.	EEF - Provision of a range of initiatives to extend children's experiences see <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</a>	1

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teaching assistants to provide in class support and implement high quality interventions to meet the needs of disadvantaged pupils	<a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eeef">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	2, 3,
Bespoke SEND intervention through external agency.		2

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a trained counsellor to work with children and support them through life's challenges and empower them to move forward in a positive way	<a href="https://abccounsellingservices.com/play-therapy/">https://abccounsellingservices.com/play-therapy/</a>	1, 2
Continuation of MSA to manage the playground at lunch break times and ensure positive, engaging social and play experiences	<a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/pupil-premium-guidance">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	1
Continue meet and greet check-ins for pupils to ensure positive start to the day	<a href="https://www.educationendowmentfoundation.org.uk/pupil-premium-guidance">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	1

**Total budgeted cost: £11, 080**



## 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.

- Staff continue to be supported with the delivery of the Write-Stuff programme. The development of vocabulary is a key element of this. Pupils are responding well to the exposure of good quality texts recommended to go along with the scheme
- Training on the teaching of Systematic Synthetic Phonics has resulted in high quality phonics lessons where pupils are keeping up with their peers
- Some pupils are not supported at home with their reading. School is aware of this so we provide many opportunities for pupils to be heard to read. This has been difficult with the pandemic and not being able to have volunteers in school. Data for pupils in receipt of pupil premium funding has been suppressed
- Disadvantaged pupils received catch-up support in reading, writing and maths following the school's catch-up report (plan). All disadvantaged pupils attended school during the last lockdown period. This was because they were children of key workers or had difficulty accessing remote learning at home which was an identified barrier to their learning
- Some pupils attend breakfast club and after-school clubs, therefore, accessing the wider opportunities the school provides (sports clubs, art club and bush crafting)
- The Write Stuff continued to be used throughout the year by all pupils. Over a third of disadvantaged pupils and pupils with SEND made good progress from their starting points despite periods of lockdowns, isolation and bubble closures
- The team of DSLs enabled exemplary safeguarding practices and support for our most vulnerable families through the highly challenging year. All vulnerable pupils attended on-site learning and attendance for these pupils was good.

### 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
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The Write Stuff	Jigsaw
The Spelling Book	Third Space Learning
Rocket Phonics	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A