

# Pupil premium strategy statement – The Carlton & Faceby and Bilsdale CE Federation

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	61 Carlton & Faceby – 52 Bilsdale - 9
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024 Reviewed – next review September 2025
Statement authorised by	Matthew Scott
Pupil premium lead	Matthew Scott
Governor / Trustee lead	John Ford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15245
Recovery premium funding allocation this academic year	£4000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19245
--	--------

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision for ALL pupils:

At Carlton & Faceby and Bilsdale Schools we are KIND:

Kind and accepting

Independent learners

Never giving up

Determined to be our personal best

*Under God's guidance, we teach children the importance of **kindness** towards others, tolerance and mutual **respect**. This empowers children to have the **courage** to achieve their personal best.*

Psalm 145:17

'The Lord is righteous in all his ways and kind in all his works'

Luke 2:40

'And the child grew and became strong; he was filled with wisdom...'

In addition to this, we have our curriculum aims for ALL pupils:

At Carlton & Faceby and Bilsdale schools, we meet and exceed the requirements of the National Curriculum. It is our aim, through our curriculum delivery, to equip children to:

- Understand and welcome diversity
- Have a love of learning with a thirst for knowledge
- Be fluent, enthusiastic readers
- Have competent (and confident) maths skills
- Be ambitious, inspired, articulate and curious
- Have opportunities to be explorers
- Be ready for the next step in their education, and later life

At The Carlton & Faceby and Bilsdale CE Federation, it is our intent that all pupils, whether disadvantaged or not, can achieve their personal best. For those children eligible for the additional pupil premium, we will use this in a way that gives them access to the same academic and pastoral opportunities as their peers. 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 noneligible 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.

## Challenges

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

Challenge number	Detail of challenge
1	From observations and discussions, some pupil premium children have specific needs such as a lack of resilience, behavioural, SEMH and SALT.
2	The effects of Covid-19 lockdowns are still prevalent amongst some of our disadvantaged children, leaving them with gaps in key knowledge.
3	Most children in receipt of pupil premium are concentrated in particular year groups, meaning a more targeted approach to spending may be needed.

## 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 the 25/26 academic year show that 100% of disadvantaged learners make good or better progress from their starting points, with a significant number meeting or exceeding 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 25/26 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 writing and EGPS outcomes in 25/26 show that 100% of disadvantaged learners make good or better progress from their starting points, with a significant number meeting or exceeding 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	Disadvantaged pupils have access to a wide range of extra-curricular activities and enrichment opportunities to explore

make a positive contribution to the school and wider community.	and grow their interests and talents, as well as preparing them for life in modern Britain.
---	---

## 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: £5245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in resources to further support the embedding of the Rocket Phonics Scheme (DFE validated) to promote good pupil outcomes in reading.	In school assessment showing an upward trend in attainment and progress since implementing the scheme.  EEF – high impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 3
Investment in Accelerated Reader programme to drive improvements in KS2 reading engagement, progress and attainment	In school assessment shows KS2 reading is an area for development, particularly for disadvantaged pupils.  Recent OFSTED inspection highlighted areas in KS2 reading that require refinement.  EEF – high impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 3
Continued investment in the Jane Considine writing and	In school assessment shows promising early signs of progress, with further embedding required.  EEF – high impact <a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a>	2, 3

spelling approach	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	
Continued participation in the NCETM Maths Mastery work group	Implementation of White Rose mastery scheme shows a good impact on pupil retention of knowledge.  EEF – high impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2, 3

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in online maths tutoring through Third Space Learning	Previous progress for pupils accessing service.  EEF – high impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2, 3
Accessibility for extra learning opportunities, such as Y6 maths club	Allows focussed teaching for disadvantages pupils.  EEF – moderate impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  EEF – moderate impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	2, 3

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Thrive school accreditation	Previous success in school  EEF – very high impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1

<p>Access to outdoor and physical learning opportunities (Wisdom of the Woods, swimming, sports visits/competition etc.)</p>	<p>Previous success in school</p> <p>EEF – low impact (insufficient data)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>EEF – unclear impact (insufficient data)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>1</p>
<p>Provision for additional, school contributed funding for experiences</p>	<p>Ensuring disadvantaged pupils have equal access to personal development opportunities</p>	<p>1</p>
<p>Dedicated teaching assistant time to support children with their wellbeing and SEMH needs</p>	<p>Previous experience in school of positive impact.</p> <p>EEF – moderate impact  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1</p>

**Total budgeted cost: £19245**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Staff continue to be supported with the delivery of the Jane Considine 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 – Accelerated Reader will also help support this.

Disadvantaged pupils received catch-up support in reading, writing and maths following the school's catch-up report (plan).

Some pupils attend breakfast club and after-school clubs, therefore, accessing the wider opportunities the school provides (sports clubs, art club and bush crafting)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Thrive	Thrive
The Write Stuff	Jane Considine
White Rose Maths	White Rose Education
Rocket Phonics	Rising Stars Education
Third Space Learning	Third Space Learning



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Because of our low numbers of pupils in receipt of Service Pupil Premium funding (less than 5) reporting the spend an impact could single out individual children, therefore will not be published unless numbers in school increase.

**The impact of that spending on service pupil premium eligible pupils**