



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

Carlton & Faceby CE VA Primary School

Biltsdale Midcable Chop Gate CE VC School

This statement details our federation'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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Rec-Y6)	C&F 46 BMC 8 Federation - 54
Proportion (%) of pupil premium eligible pupils	C&F – 15% BMC – 25% Federation – 17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	25/26 – 28/29
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	FGB
Pupil premium lead	Matthew Scott
Governor pupil premium lead	Amanda Cornforth-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11990
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£11990



Part A: Pupil premium strategy plan

Statement of intent

At Carlton & Faceby and Bilsdale Schools, we are committed to ensuring that every child, regardless of their background or circumstances, has the opportunity to flourish, achieve their personal best and develop the knowledge, skills and character needed for future success. Our approach to Pupil Premium is firmly rooted in our vision that we are KIND: Kind and accepting, Independent learners, Never giving up, and Determined to be our personal best.

We believe that disadvantage should never be a barrier to achievement, aspiration or participation. Through high-quality teaching, targeted academic support and carefully planned wider opportunities, we strive to remove barriers to learning and ensure that all pupils can access a rich, ambitious and inclusive curriculum.

Guided by our Christian values and commitment to kindness, tolerance and mutual respect, we aim to nurture confident, resilient learners who are ambitious, articulate, curious and ready for the next stage of their education and later life. We are equally committed to broadening pupils' experiences and cultural capital, ensuring that disadvantaged pupils have full access to the enrichment opportunities that help them understand the wider world and realise their potential.

Through our Pupil Premium Strategy, we will work in partnership with pupils, families and staff to ensure that every child is supported to be ready, respectful and safe, develop a love of learning and thrive both academically and personally.

This strategy reflects our unwavering belief that all children can succeed when they are valued, supported and inspired to become the very best version of themselves.

The majority of disadvantaged pupils within the federation also have identified SEND needs, meaning that barriers to achievement often overlap and require highly personalised support.



Challenges

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

Challenge number	Detail of challenge
1	Internal behaviour logs, Thrive assessments and pastoral records indicate that a higher proportion of disadvantaged pupils require support with emotional regulation and resilience than their peers. Of our 9 PP children, 7 of them also have SEND needs, with SEMH identified as either their primary or secondary need.
2	Internal assessment data over the previous three years shows disadvantaged pupils often achieving below federation averages in reading, writing and mathematics, particularly in writing and maths. In 2025, this equated to 66% of PP children achieving EXS or above in maths and writing, compared to 74% of the cohort in maths and 72% of the cohort in writing. The 3-year average of teacher assessment data shows that PP children consistently achieve below whole cohort averages in writing and maths, however it is worth noting that all of those PP children who do not achieve ARE also have SEND needs.
3	Participation monitoring indicates disadvantaged pupils attend extracurricular activities and enrichment opportunities less frequently than non-disadvantaged pupils, primarily due to financial barriers. Currently, 76% of all pupils attend extra-curricular clubs, compared with 67% of PP children.
4	Pupil-premium eligible children have been well supported into full-time education by part-time timetables, however this does impact upon overall attendance. One individual case remains resistant to change but will be addressed through the outcomes listed below and consistent implementation of the federation's attendance policy and related procedures/initiatives. Without part-time timetables, PP attendance is above the whole-school target and national average.



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
Pupil premium children will be better able to regulate their emotions	• Pupil voice demonstrates that disadvantaged pupils report increased confidence in managing their emotions and seeking support when needed. • Identified pupils show measurable improvements against individual social, emotional and behavioural targets. • Behaviour records indicate a 25% minimum reduction in incidents linked to emotional dysregulation among disadvantaged pupils. • Staff observations and pastoral records show improved resilience, self-regulation and readiness to learn. • Attendance and engagement in learning improve for pupils receiving emotional wellbeing support.
Pupil premium children will make better than expected progress to help to narrow the attainment gap in reading, writing and maths	• The proportion of disadvantaged pupils making better than expected progress in reading, writing and mathematics increases annually. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows across all year groups. • Internal and statutory assessment outcomes demonstrate sustained improvement from individual starting points. • Disadvantaged pupils are well represented among those achieving higher standards, where appropriate.
The gap between pupil premium and non pupil premium children's attendance at extra-curricular activities will narrow.	• Participation rates of disadvantaged pupils in clubs, sports, music, residential visits and enrichment activities increase year-on-year, with the aim of 100% of PP children attending at least one extra-curricular activity each year. • The difference in extra-curricular participation between disadvantaged



	and non-disadvantaged pupils reduces annually. • By the end of the three-year strategy, disadvantaged pupils participate in at least one extra-curricular activity at a rate broadly in line with their peers. • Financial barriers to participation are identified and effectively removed through targeted support. • Pupil voice demonstrates increased enjoyment, confidence, sense of belonging and aspiration as a result of participation in wider school opportunities.
Allowing for specific cases and taking part-time timetables into account, the attendance of pupil premium children remains in line with (or above) national averages, and/or shows an improving trend over time	• Overall attendance for disadvantaged pupils reaches at least 96%, allowing for specific cases and part-time timetables. • Persistent absence among disadvantaged pupils reduces annually. • Individual pupils supported through attendance plans demonstrate improved attendance over time.



Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate additional TA support to the KS2 class at Carlton & Faceby (all PP eligible pupils in this class). TA support will deliver pre-teaching, precision teaching and targeted feedback sessions. Impact will be measured through termly pupil progress meetings and assessment data.	EEF Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. The context of our school having mixed-age classes also further supports this approach.	1, 2, 4
Continue to provide weekly CPD opportunities for teaching and support staff through the 'Teaching One Pagers' resource	EEF Effective Professional Development https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.	2, 4



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

Budgeted cost: £5490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher to use their dedicated teaching time to run small group and 1-1 interventions to target PP children and their specific gaps in knowledge	EEF one-to-one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Average plus 5 months progress. As the headteacher is a trained primary mastery specialist and KS2 writing moderator, they are well-placed to lead these interventions and target historically weaker curriculum areas.	2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to subscribe to the Thrive approach, re-training our Thrive accredited practitioner and training/updating staff in additional strategies.	EEF metacognition and self-regulated learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Average progress plus 8 months. EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Average progress plus 3 months.	1, 4



Provide additional support to pupil premium children to allow them to access full enrichment offer – paid access to extra-curricular clubs, subsidised visits.	EEF arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Average plus 3 months progress.	3, 4
Attendance monitoring and family support in line with attendance policy	EEF Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Effective parental engagement can support attendance, engagement and pupil outcomes. Close partnership working between school and families is particularly important where pupils face complex barriers to attendance. Average plus 4 months progress.	1, 3, 4

Total budgeted cost: £11990



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP attainment (teacher assessment, based on 6 children)

Reading – 17% WTS, 83% EXS

Writing – 33% WTS, 17% JBL, 50% EXS

Maths – 33% WTS, 17% JBL, 50% EXS

2025 end of KS2 PP attainment (based on 3 pupils – 1 SEND)

Reading – 66% EXS, 33% GDS (100% EXS+)

Writing – 33% WTS, 66% EXS (66% EXS+)

EGPS – 66% EXS, 33% GDS (100% EXS+)

Maths – 33% WTS, 33% EXS, 33% GDS (66% EXS+)

RWM combined EXS – 66%

RWM combined GDS – 0%

Federation and national data for comparison:

End of Year	2025 Federation EXS		2025 Federation GDS		National EXS
	Bilsdale	Carlton	Bilsdale	Carlton	
Y6 Reading	66%	100%	0%	33%	75%
Y6 EGPS	33%	83%	0%	33%	73%
Y6 Writing	33%	50%	0%	0%	72%
Y6 Maths	66%	66%	0%	33%	74%
Y6 Science	66%	100%			82%
Y6 RWM combined	33%	50%	0%	0%	62%

As this is the end of the previous 3-year plan, please find review of targets below:

- Improved maths attainment for disadvantaged pupils at the end of KS2 – *all non-SEND PP pupils attained at least EXS by the end of KS2, with one pupil attaining GDS. Because attainment in writing and maths for some SEND-disadvantaged pupils remained below expectations, continued targeted academic support has been prioritised within the new strategy.*



- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – *governor voice highlights strong wellbeing in school (Nov 25) – disadvantaged pupils included in pupil sample*
- Improved writing (including spelling) attainment among disadvantaged pupils – *all non-SEND PP pupils attained at least EXS by the end of KS2, with one pupil attaining GDS in EGPS*
- Every child becomes a fluent reader – *100% of PP pupils attained EXS or above in reading at the end of KS2. 100% of Y1 pupils passed the phonics screening test.*
- 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 – *all PP pupils accessing the Federation Feb 15 PD offer. PP pupils targeted with financial support to access trips and catch-up swimming lessons. 67% of PP pupils have attended at least 1 after-school club this academic year. This is an increase from 50% in the previous academic year.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil 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