

Pupil premium strategy statement – Carleton Green Community Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	9%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Stacey Clark
Pupil premium lead	Emma Clarkson
Governor / Trustee lead	Mrs C Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,185.00
Pupil premium funding carried forward from previous years	£839.48
Total budget for this academic year	£45,024.48

Part A: Pupil premium strategy plan

Statement of intent

At Carleton Green Community Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, the needs of children who receive pupil premium funding are placed at the forefront of all we do.

Our school is organised into phases, creating three balanced, parallel classes based upon our knowledge of their friendship groups and preferred learning styles to ensure harmonious learning can take place. We believe it is our duty to ensure that every individual's needs are met so that all our pupils can realise their full potential. We do not stream or cap abilities at Carleton Green; individualised next steps of learning are pushed at every opportunity. The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is slightly lower than the attendance of those not in receipt of pupil premium. In our strategy, our approach to improving attendance focuses on meeting the well-being needs of pupils and families. We provide engaging learning experiences, including outdoor learning, and offer support through Breakfast and After School Clubs. In addition, our school learning mentor, pupil premium champion, and dedicated attendance team actively work with families to promote and sustain high levels of attendance.

- To ensure pupils are on track to make or exceed expected progress and attainment and staff take responsibility for disadvantaged pupils' outcomes.

26.9% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure that all of our pupils make excellent progress. We believe that all our pupils benefit from quality first teaching every day. We ensure our strategy provides for this with additional intervention, through one to one and small group teaching, from both class teachers and LSAs.

- To make sure rigorous tracking and monitoring is in place to ensure early identification of SEND needs or gaps in learning.
- To ensure the well-being needs of all pupils in receipt of pupil premium funding are met.

At Carleton Green, we know children must be ready to learn by ensuring children's personal, social, emotional and developmental needs are met. Carleton Green places all children's needs at the forefront of all we do. We use rigorous tracking and monitoring procedures to ensure that SEND needs or gaps in learning are identified at an early stage, allowing us to put

appropriate support and interventions in place so that all children can achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1 Outcome	We plan and teach targeted interventions to support identified pupils that are not making expected progress.
2 Pastoral	Some pupils in receipt of PP require additional support to maintain their wellbeing and need support for their readiness to learn.
3 SEND	26.9% of pupils who qualify for Pupil Premium funding have additional SEND needs. 42.8% of these require additional support to achieve expected outcomes.
4 Attendance	The attendance of some pupils in receipt of PP is below what we expect and some are reported as persistent absentees. 48.1% of Pupil Premium children have lower than the 96% satisfactory attendance – Autumn 2025 data.

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
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	Close the % gap between whole school attendance and pupils in receipt of pupil premium funding. Reduce the proportion of pupils in receipt of pupil premium classed as persistent absentees.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Pupils with SEND are being supported so that barriers to learning are reduced and managed. Specialist support is used to help pupils and 'upskill' staff in meeting the range of SEND needs.

<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p>	<p>Children's well-being needs are identified, met and supported to ensure target pupils are attending school more regularly.</p> <p>Target pupils access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>We encourage attendance at our Breakfast Club. We encourage participation with extracurricular activities and residential visits.</p>
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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: £ 6,634.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning school mentor	EEF guidance about wider strategies focusing on: SEL, Well Being and Mental Health. 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.'	All
Curriculum delivery Continue to develop our pedagogical practise in school so that we consistently deliver high quality teaching and learning opportunities for all pupils.	Education Endowment Foundation (EEF) consistently identifies high-quality teaching as the most powerful in-school factor affecting learning, especially for disadvantaged pupils. Professional development, when sustained and evidence-based, has a "significant positive effect on student achievement."	2,4

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

Budgeted cost: £ 33,406.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions</p> <p>Gaps in learning are delivered in small group sessions.</p> <p>Effective deployment of support staff to support key pupils.</p>	EEF Toolkit guidance: 'some pupils may require additional support alongside high quality teaching in order to make good progress. The evidence indicates that small group and 1:1 intervention can be a powerful tool for supporting these pupils when they are used carefully.'	2,3,4
Disadvantaged pupils with additional needs will receive specific targeted programmes to ensure progress.	SEND children need specific and timely support to ensure access to the curriculum is enhanced. This support takes place in all classrooms. LSAs have been placed in each class and additional in areas of higher need to make use of their expertise so that SEND children make progress.	1,2,3

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

Budgeted cost: £4,983.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for residential trips and educational visits that promote resilience and well-being and team work.	Pupils that engage in enrichment activities that broaden the whole school experience are proven to have better outcomes.	All
Funding 20% of BASC fees.	To support our families getting our pupils to school on time and being collected safely at the end of the school day. Support providing a meal at the start and the end of the day.	1
Use of outdoor learning.	Each year group has experiences both inside and outside of the classroom to develop their wider development.	All

Total budgeted cost: £ 45,024.48

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 1 and 2 Performance Data, Phonics Screening Check results and our own internal assessments.

There was no disparity in data between non-disadvantaged pupils and disadvantaged in EYFS.

There was no disparity in data between non-disadvantaged pupils and disadvantaged in Year 1 Phonics.

By the end of Year 6 SATs 67% of disadvantaged pupils met the expected outcome.

The % for school attendance for our Pupil Premium pupils rose due to the support provided for attending our Breakfast Club and teachers greeting children at the front door.

A greater proportion of disadvantaged pupils accessed trips and residential activities due to the financial support.

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