

# Pupil premium strategy statement – Carleton Green Community Primary School

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	331
Proportion (%) of pupil premium eligible pupils	8.5
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Stacey Clark
Pupil premium lead	Amy Parker
Governor / Trustee lead	Mrs C Davies

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,470.00 est
Recovery premium funding allocation this academic year	£5,076.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</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.	£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>	£59,546.00

# 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, a child who is in receipt of the pupil premium their needs are at the forefront of all we do. Our school then 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 to be our duty to ensure that all individual needs are met to afford all our pupils to realise their true 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 4% lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning, and through our family learning mentor and our pupil premium champion along with our attendance team to actively engage with families to encourage and support good attendance in school.

***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.***

18% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all 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.

***Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.***

At Carleton Green we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Carleton Green places your children's needs at the forefront of all we do. At the earliest opportunity our pupils will explore and acquire new skills and knowledge within our vast Early Years setting. This early intervention helps to remove these barriers sooner in the child's education.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of some pupils in receipt of PP is below what we expect and some are reported as persistence absentees.
2 Outcomes	We have targeted interventions to support identified pupils that are not making the expected progress.
3 Pastoral	Some pupils in receipt of PP require additional support to maintain their well-being and support their readiness to learn
4 SEND	18% of pupils who qualify for Pupil Premium funding have additional SEND needs. 67% of these require additional support to achieve expected outcomes.

## 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.	To close the 4% gap between whole school attendance and pupils in receipt of pupil premium funding.  Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (4 families).
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.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access

	<p>high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>We encourage attendance at our Breakfast Club.</p> <p>We encourage participation with extra-curricular activities and residential visits.</p>
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## 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: £ 4,470.00

Activity	Challenge number(s) addressed
Learning mentor working on emotional, social and mental wellbeing.	1 2 3 4
Curriculum Delivery	2 4

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

Budgeted cost: £ 32400.00

Activity	Challenge number(s) addressed
Gaps in learning identified are delivered in small group work	2 3 4

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

Budgeted cost: £ 15,040.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding the behaviour support to promote positive behaviour.	Behaviour for Learning is a crucial part of Quality First Teaching.	1 2 3 4
<i>Funding 50% of residential visits that promote resilience and well-being and team work.</i> <i>Use of outdoor learning</i>	Pupils that engage in enrichment activities that broaden the whole school experience are proven to have better outcomes.	1 2 3 4
<i>Funding 20% of BASC fees</i>	To support our families getting our pupil 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

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

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.

The pupil outcomes at the end of KS1 and at the end of KS2 presented smaller gaps between non-disadvantaged pupils and disadvantaged pupils due to the support put in place to guide and support their learning.

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