

# Carlton Mills 2022-23 Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Mills
Number of pupils in school	291
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Victoria Hartford
Pupil premium lead	Claire McDonald
Governor / Trustee lead	Mohammed Azum

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,700
Recovery premium funding allocation this academic year	£7743
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	£134,443

# Part A: Pupil premium strategy plan

## Statement of intent

At Carlton Mills Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and will use the funding to address these barriers. Common barriers to learning for disadvantaged children can be less support at home, low language and communication skills, lack of confidence, challenges regulating behaviour, attendance and punctuality issues. There may also be complicated family situations that prevent children from thriving. In addressing these barriers there is no one size fits all approach. We consult with teaching staff to find out what would be of most benefit to the disadvantaged children in their class. We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas of developments across the school.

### Key Objectives

- To reduce barriers to learning created by poverty, the cost-of-living crisis or family circumstance.
- To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- To ensure all pupils can read fluently with good understanding to enable them to access the breadth of the curriculum and families are supported with home reading.
- To develop confidence in their ability to communicate effectively in a wide range of contexts
- To enable pupils to look after their social and emotional wellbeing, become emotionally literate and develop resilience.
- To access a wide range of opportunities to develop their knowledge and understanding of the world.

### Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted personalised intervention and support to quickly address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences. **(Real People – Real Places – Real Learning)**
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide support for families through the Home School Liaison Officer.

### Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific interventions and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	In all years disadvantaged children attain at least in line with their non disadvantaged peers in R,W,M. The progress of disadvantaged pupils is consistently high in EY, KS1 & KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, PASS results and teacher observations</li> <li>• a reduction in behaviour CPOMS/SIMS entries</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils' attendance is in line or better than non-disadvantaged children nationally. Persistence absence for disadvantaged pupils is lower than the national figure. Disadvantaged pupils understand the importance of coming to school and the attendance procedure is followed to encourage


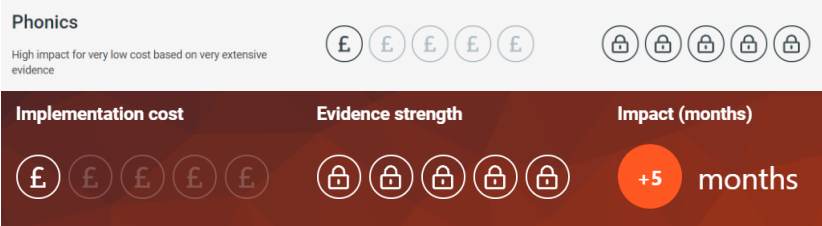
	and improve attendance. Action plans are in place for families where required.
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## Activity in this academic year

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: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b>  <i>CUSP – Art and design (£1950)</i>  <i>Purple Mash (£2020 3 years)</i>  <i>Connect PSHE</i>  <i>PASS</i>  <i>EY</i></p> <p><b>£2500</b></p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-PD-Recommendations-Poster.pdf">EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> 	<p>1, 2, 3 &amp; 5</p>
<p><b>Read Write Inc (+ Fresh Start).</b></p> <p><b>£3500</b></p>	 <p>Ruth Miskin Literacy Inc. effects sustained, systemic change in districts and schools to teach every child to read and write regardless of background, language or needs.</p> <p><a href="https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf">https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</a></p> <p>Fresh Start teaches students to read with accuracy and understanding through finely-levelled Modules and age-appropriate Anthologies. A <a href="#">five-and-a-half month trial conducted by the Education Endowment Foundation in 2014</a> found that learners supported by the Fresh Start programme made three months' additional progress in reading, when measured using the New Group Reading Test.</p>	<p>1, 2, 3 &amp; 5</p>

<p><i>EYFS Provision</i></p> <p>£8000</p>	<p><b>Play-based learning</b> High impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +5 months</p> <p><b>Early literacy approaches</b> Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> <p><b>Early numeracy approaches</b> Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +6 months</p>	<p>1, 2, 3, 4, 5 &amp; 6</p>
<p><i>Early Years Practitioner</i></p> <p>£20000</p>	<p><b>Early literacy approaches</b> Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> <p><b>Early numeracy approaches</b> Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +6 months</p>	<p>1, 2, 3 and 5</p>

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

Budgeted cost: £ 50,777.50

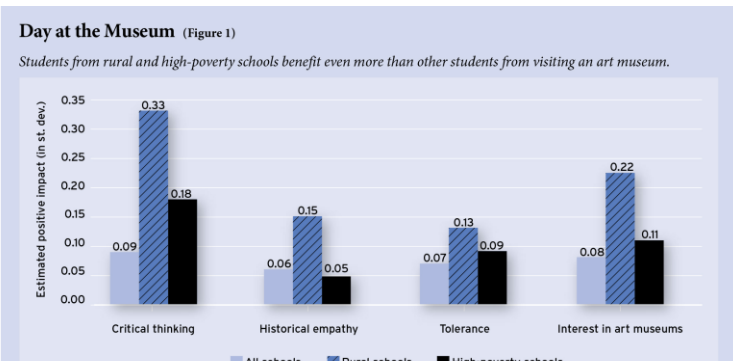
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Accelerated Skills Teacher</i></p> <p>£38690</p>	<p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ [5 icons] [5 icons]</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	<p>1, 2 &amp; 3</p>
<p><i>Recovery/Booster Groups</i></p> <p>£1200</p>	<p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ [5 icons] [5 icons]</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	<p>2, 3 &amp; 5</p>

<p><i>WellComm wizard</i></p> <p>£87.50</p>	<p><b>Oral language interventions</b></p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>      <b>Evidence strength</b>      <b>Impact (months)</b></p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      <b>+6 months</b></p> <p><b>Teaching Assistant Interventions</b></p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>      <b>Evidence strength</b>      <b>Impact (months)</b></p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      <b>+4 months</b></p>	<p>1, 2 &amp; 3</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £49,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Library Renovation</i></p> <p>£3000</p>	<p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>      <b>Evidence strength</b>      <b>Impact (months)</b></p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      <b>+4 months</b></p>	<p>1, 2, 3, 4, 5 &amp; 6</p>
<p><i>Nurture Room Renovation</i></p> <p>£2000</p>	<p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>      <b>Evidence strength</b>      <b>Impact (months)</b></p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      <b>+4 months</b></p>	<p>1, 3, 4</p>
<p><i>PASS (Pupil Attitudes to Self and School)</i></p> <p>£1100</p>	<p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>      <b>Evidence strength</b>      <b>Impact (months)</b></p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      <b>+4 months</b></p>	<p>1, 2, 3, 4 &amp; 5</p>
<p><i>Boxall Profile</i></p> <p>£170</p>	<p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>      <b>Evidence strength</b>      <b>Impact (months)</b></p> <p>£ £ £ £ £      🔒 🔒 🔒 🔒 🔒      <b>+4 months</b></p>	<p>1, 2, 3, 4 &amp; 5</p>

<p><i>Learning Mentor</i></p> <p>£14000</p>	<p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>    <b>Evidence strength</b>    <b>Impact (months)</b></p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    <b>+4 months</b></p>	<p>1, 2, 3, 4 &amp; 5</p>																				
<p><i>HSLO – Home school liaison officer</i></p> <p>£15543</p>	<p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>    <b>Evidence strength</b>    <b>Impact (months)</b></p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    <b>+4 months</b></p>	<p>2, 4, 5 &amp; 6</p>																				
<p><b>Breakfast Club</b></p> <p>£3000</p>	<p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>    <b>Evidence strength</b>    <b>Impact (months)</b></p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    <b>+4 months</b></p>	<p>1, 3, 4, 5 &amp; 6</p>																				
<p><b>Wider Curriculum Opportunities (Visits &amp; Visitors)</b></p> <p>£10365.50</p>	<p>Educational visits can be of substantial benefit to the education and development of pupils. For many they offer opportunities to broaden their horizons and enrich their experiences.</p> <p><b>Day at the Museum (Figure 1)</b></p> <p><i>Students from rural and high-poverty schools benefit even more than other students from visiting an art museum.</i></p>  <table border="1"> <caption>Estimated positive impact (in st. dev.)</caption> <thead> <tr> <th>Category</th> <th>All schools</th> <th>Rural schools</th> <th>High-poverty schools</th> </tr> </thead> <tbody> <tr> <td>Critical thinking</td> <td>0.09</td> <td>0.33</td> <td>0.18</td> </tr> <tr> <td>Historical empathy</td> <td>0.06</td> <td>0.15</td> <td>0.05</td> </tr> <tr> <td>Tolerance</td> <td>0.07</td> <td>0.13</td> <td>0.09</td> </tr> <tr> <td>Interest in art museums</td> <td>0.08</td> <td>0.22</td> <td>0.11</td> </tr> </tbody> </table> <p>NOTES: All results are statistically significant at the 95 percent confidence level except the historical empathy result for high-poverty schools. The figure shows the impact of an art museum visit as estimated by regression models that control for student gender, grade, and matched pair. N = 3,798 for Critical thinking; N = 4,248 for Tolerance; N = 4,224 for Historical empathy; N = 8,257 for interest in art museums. Rural schools are those in towns with populations of less than 10,000. High-poverty schools are those in which more than 50 percent of students are eligible for free or reduced-price lunch.</p> <p>SOURCE: Author's calculations</p>	Category	All schools	Rural schools	High-poverty schools	Critical thinking	0.09	0.33	0.18	Historical empathy	0.06	0.15	0.05	Tolerance	0.07	0.13	0.09	Interest in art museums	0.08	0.22	0.11	<p>1, 2,3,5, &amp; 6</p>
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<p><b>EDI Quality Mark</b></p> <p>To promote multiculturalism and acceptance of people's differences</p> <p>£499</p>	<p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒</p> <p><b>Implementation cost</b>    <b>Evidence strength</b>    <b>Impact (months)</b></p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    <b>+4 months</b></p>	<p>1, 4, 6</p>																				

**Total budgeted cost: £134,443**



## 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 2021 to 2022 academic year.

*Key Impact:*

#### **EYFS**

The disadvantaged pupil in Reception attained a Good level of Development.

#### **KS1**

83% of children in receipt of pupil premium achieved the expected standard in the Year 1 phonics screening as opposed to 63% of their non disadvantaged peers. 80% of disadvantaged children in Year 2 met the expected standard in Maths as opposed to 62% of their non disadvantaged peers. 70% of disadvantaged children in Year 2 met the expected standard in Reading as opposed to 59% of their non disadvantaged peers. 80% of disadvantaged children in Year 2 met the expected standard in EGPS as opposed to 66% of their non disadvantaged peers.

#### **KS2**

In KS2, 59% disadvantaged children in Year 6 met the expected standard in writing as opposed to 56% of their non disadvantaged peers. 47% of disadvantaged children in Year 6 met the expected standard in maths and reading as opposed to 50% of their non disadvantaged peers. 0% of disadvantaged children met the expected standard in the Autumn 2021 baseline in maths and reading as opposed to 3% and 6% of their non-disadvantaged counterparts. This shows that the disadvantaged children made 4% more progress in reading and matched the progress of their non-disadvantaged peers in Maths. In EGPS, disadvantaged children outperformed their non disadvantaged peers by 12%.

### 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*

<b>Programme</b>	<b>Provider</b>
WellComm	GL Assessment

Boxall Profile	Nurture UK
PASS (Pupil Attitudes to Self and School)	GL Assessment
Connect PSHE	Connect PSHE

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*