

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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 Primary School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022
Date this statement was published	21st October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	C. McDonald
Pupil premium lead	A. Kemp
Governor / Trustee lead	G. Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£132,610

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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, more frequent behaviour difficulties, 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 weaknesses across the school.

Key Objectives

- To remove barriers to learning created by poverty or family circumstance
- To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- To ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- 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
- 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.

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
Reading, Writing and Maths	Achieve outcomes broadly in-line with national average by the end of KS2.
Phonics	Achieve outcomes broadly in-line with national average for Y1 phonics screening. Children who do not pass the phonics screening in Y1 will retake and pass in subsequent years.
Attendance	Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc. £5,000</p>	<p>Phonics High impact for very low cost based on very extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5 months</p>	<p>1, 2, 3 & 5</p>
<p>Accelerated Learning Teacher £24,000</p>	<p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 months</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>EYFS Provision £5,000</p>	<p>Early literacy approaches Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 months</p> <p>Early numeracy approaches Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 months</p> <p>Play-based learning High impact for very low cost based on very limited evidence</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5 months</p>	<p>1, 2, 3, 4, 5 & 6</p>

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

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. (Fresh Start) Interventions £2000	<p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +5 months</p>	1, 2, 3 & 5
Recovery/Booster Groups £27500	<p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	2, 3 & 5
WellComm £500	<p>Oral language interventions 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>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	1, 2 & 3
Shine Interventions £5000	<p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +6 months</p>	1, 2 & 3
Personalised library £6000	<p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +6 months</p>	1,2,3,5,6

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

Budgeted cost: £57,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
PASS (Pupil Attitudes to Self and School) £1100	<p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: £ £ £ £ £ £ Impact (months): +4 months</p>	1, 2, 3, 4 & 5
Boxall Profile £170	<p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: £ £ £ £ £ £ Impact (months): +4 months</p>	1, 2, 3, 4 & 5
Nurture hub £5500	<p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: £ £ £ £ £ £ Impact (months): +4 months</p>	1, 2, 3, 4 & 5
Learning Mentor – Learning mentor employed on a fixed-term contract £19500	<p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: £ £ £ £ £ £ Impact (months): +4 months</p>	1, 2, 3, 4 & 5
HSLO – Home school liaison officer employed on a fixed-term contract £15000	<p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: £ £ £ £ £ £ Impact (months): +4 months</p>	2, 4, 5 & 6
Dance and Art provision £2000	<p>Arts participation Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: £ £ £ £ £ £ Impact (months): +3 months</p>	1, 3, 4 & 5
Breakfast Club £3000	<p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: £ £ £ £ £ £ Impact (months): +4 months</p>	1, 3, 4, 5 & 6

	<p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ £ £ £ £ +4 months</p>	
<p>Reward Shop (Carlton 5 and Attendance Rewards)</p> <p>£500</p>	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £ £ £ £ £ +7 months</p>	1, 2, 3, 4, 5 & 6
<p>Wider Curriculum Opportunities (Visits & Visitors)</p> <p>£10501</p>	<p>Physical activity</p> <p>Low impact for very low cost based on moderate evidence</p> <p>£ £ £ £ £ £ £ £ £ £ £ £ +1 months</p> <p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural literacy.</p>	1, 2, 3, 4, 5 & 6
<p>EDI Quality Mark</p> <p>- To promote multiculturalism and acceptance of people's differences</p> <p>£499</p>	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ £ £ £ £ +4 months</p>	1, 4, 6

Total budgeted cost: £ 132,610

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022 results will not be used to hold schools to account.

Key areas of impact

- 62% of children reached GLD
- Children continued to access enrichment opportunities during the pandemic which supported their wellbeing and resilience

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

Programme	Provider
WellComm	GL Assessment
PASS	GL Assessment
Boxall Profile	Nurture UK
Grow2School – outdoor learning	Grow2School