

Pupil premium strategy statement – Carlton Mills Primary School 2023-24

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, 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) 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	307
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Victoria Hartford
Pupil premium lead	Claire McDonald
Governor / Trustee lead	Gareth Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,860
Recovery premium funding allocation this academic year	£13,340
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	£NA
Total budget for this academic year <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>	£147,200

Part A: Pupil premium strategy plan

Statement of intent

At Carlton Mills we endeavour to ensure that every disadvantaged pupil reaches their full potential by narrowing the achievement gap between them and their peers. We aim to provide targeted and effective support to improve outcomes, address barriers to learning, and promote social mobility.

Implementation:

1. High-quality teaching and learning: We believe that excellent teaching is the cornerstone of educational success. All teachers in our school receive regular professional development opportunities, specifically tailored to address the needs of disadvantaged pupils. This ensures that teaching approaches are inclusive, highly effective, and meet each pupil's individual needs.

2. Personalized support: We provide targeted and personalized support to disadvantaged pupils through carefully planned interventions. These interventions are evidence-based and specifically designed to address identified barriers to learning and achievement. Experienced staff members are assigned to support individuals or small groups of disadvantaged pupils, providing additional guidance, encouragement, and resources where needed.

3. Quality first teaching: We ensure that disadvantaged pupils receive additional support within the classroom environment through quality first teaching. This includes differentiated instruction, scaffolding, and use of appropriate resources to meet individual learning needs. Teachers regularly monitor progress, provide timely feedback, and adapt their approach accordingly to maximize pupil attainment.

4. Well-being support: We recognize the impact that social, emotional, and mental health factors can have on a pupil's ability to succeed academically. Therefore, we provide a range of pastoral and well-being support, including access to counselling, mentoring, and pastoral care. This support is made readily available to disadvantaged pupils to ensure their overall well-being and mental health needs are met.

Impact:

1. Improved academic outcomes: Through the implementation of our Pupil Premium strategies, we aim to consistently improve the academic achievements of disadvantaged pupils. This includes ensuring they make significant progress across all areas of the curriculum, particularly in literacy and numeracy. We track and analyse data to identify key trends and evaluate the impact of interventions, making adjustments as necessary.

2. Closing the achievement gap: Our ultimate goal is to close the achievement gap between disadvantaged pupils and their peers. By focusing on high-quality teaching and targeted interventions, we provide equitable opportunities for all pupils to thrive academically, regardless of their background or circumstances.

3. Enhanced progression pathways: We believe in promoting social mobility and empowering disadvantaged pupils to succeed beyond their time in our school. Our Pupil Premium strategies aim to equip them with the knowledge, skills, and resilience needed to achieve their aspirations and make successful transitions into further education or employment.

4. Raised aspirations and self-esteem: Through personalized support, pastoral care, and fostering a positive school culture, we aim to raise the aspirations and self-esteem of disadvantaged pupils. By instilling a belief in their own abilities, we enable them to overcome barriers and make the most of their educational opportunities both inside and outside the classroom.

In conclusion, Carlton Mills Primary School demonstrates a clear intent, effective implementation, and measurable impact in our approach to Pupil Premium. We are committed to narrowing the achievement gap, improving outcomes, and providing every disadvantaged pupil with the support they need to succeed academically and in life.

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	Speech, language and communication
3	Gaps in reading, writing, maths and phonics
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 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys, PASS results and teacher observations


	<ul style="list-style-type: none"> a reduction in behaviour CPOMS/SIMS entries <p>All children to have the opportunity in the participation of enrichment activities, particularly among disadvantaged pupils</p>
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.

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: £ 73, 599













Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing Reading Comprehension and Purchase of Class Texts linking to new Reading and Writing Scheme (CUSP) Teaching staff to focus on vocabulary building and comprehensive	 <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £5 Evidence strength: 5 locks Impact (months): +6 months</p>	2 & 3


reading strategies during lesson time		
Curriculum CPD and development of collaborative learning techniques.	<p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5 months</p>	2, 3, 5 & 6
Organise workshops and training on effective phonics instruction for staff. Implement the use of phonics schemes of work for consistency.	<p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5 months</p>	2, 3 & 6
Recruit a proficient Slovakian translator, Improve attendance of Slovakian-speaking pupils. Strengthen community relations with Slovakian-speaking families	<p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 months</p>	4, 5 & 6
Recruitment of High Level Teaching Assistant (HLTA) for bespoke small	<p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p>	1, 2, 3 & 6

<p>group interventions. Enhancing the capacity of the HLTA to effectively deliver bespoke small group interventions</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Implementation cost</p>  </div> <div style="text-align: center;"> <p>Evidence strength</p>  </div> <div style="text-align: center;"> <p>Impact (months)</p> <div style="background-color: #c00; color: white; border-radius: 50%; padding: 5px; display: inline-block;">+4 months</div> </div> </div>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)








Budgeted cost: £36800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions for Reading using Alphabet Arc, Precision Teaching and Fresh Start. Identify students needing extra support based on assessment scores. Implement small group or 1:1 sessions to improve reading abilities.</p>	<p>Small group tuition</p> <p><small>Moderate impact for low cost based on moderate evidence</small></p> <div style="display: flex; justify-content: space-around;">   </div> <div style="background-color: #c00; color: white; padding: 10px; margin-top: 10px;"> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Implementation cost</p>  </div> <div style="text-align: center;"> <p>Evidence strength</p>  </div> <div style="text-align: center;"> <p>Impact (months)</p> <div style="background-color: #c00; color: white; border-radius: 50%; padding: 5px; display: inline-block;">+4 months</div> </div> </div> </div>	<p>1, 2 & 3</p>
<p>WellComm £500</p>	<p>Oral language interventions</p> <p><small>Very high impact for very low cost based on extensive evidence</small></p> <div style="display: flex; justify-content: space-around;">   </div> <div style="background-color: #c00; color: white; padding: 10px; margin-top: 10px;"> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Implementation cost</p>  </div> <div style="text-align: center;"> <p>Evidence strength</p>  </div> <div style="text-align: center;"> <p>Impact (months)</p> <div style="background-color: #c00; color: white; border-radius: 50%; padding: 5px; display: inline-block;">+6 months</div> </div> </div> </div> <p>Teaching Assistant Interventions</p> <p><small>Moderate impact for moderate cost based on moderate evidence</small></p> <div style="display: flex; justify-content: space-around;">   </div> <div style="background-color: #c00; color: white; padding: 10px; margin-top: 10px;"> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Implementation cost</p>  </div> <div style="text-align: center;"> <p>Evidence strength</p>  </div> <div style="text-align: center;"> <p>Impact (months)</p> <div style="background-color: #c00; color: white; border-radius: 50%; padding: 5px; display: inline-block;">+4 months</div> </div> </div> </div>	<p>1, 2 & 3</p>

<p>Tuition for year 6 and year groups causing concern</p>	<p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p>    <p>Implementation cost Evidence strength Impact (months)</p>   	<p>2, 3 & 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Educational Visits and Purchase of a Minibus. Plan for regular educational visits that tie into the curriculum focussing on collaborative learning approaches. Minibus to be utilised when delivered by fully trained minibus drivers and first aiders.</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>1, 2,3,5, & 6</p>
<p>Rocksteady Music School Development. Involve Rocksteady music school in developing music curriculum. Arrange regular school visits from the Rocksteady team.</p>	<p>Arts participation</p> <p>Moderate impact for very low cost based on moderate evidence</p>    <p>Implementation cost Evidence strength Impact (months)</p>   	<p>1, 2, 3, 4, 5 & 6</p>

<p>Purchase a class set of glockenspiels to ensure all disadvantaged children have the opportunity to learn a tuned instrument.</p>	<p>Arts participation</p> <p>Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +3 months</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>Breakfast Club £3000</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>	<p>1, 3, 4, 5 & 6</p>
<p>100% Participation in Extra Curricular Clubs. Develop a wide range of clubs to cater for all interests. Promote the benefits of club participation to students and parents.</p>	<p>Physical activity</p> <p>Low impact for very low cost based on moderate evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +1 months</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>Carlton 5 and Attendance Rewards</p>	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +7 months</p>	<p>1, 2, 3, 4, 5 & 6</p>

Total budgeted cost: £147,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To be completed when data is validated.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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.