

Pupil premium strategy statement – Carleton St Hilda’s CE Primary School

This statement details our school’s use of pupil premium (and recovery premium for the academic year 2022 to 2023) 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	204
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jane Curl (Headteacher)
Pupil premium lead	Liz Carruthers
Governor / Trustee lead	Roger Farley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,930
Recovery premium funding allocation this academic year	£1,944
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£18,874

Part A: Pupil premium strategy plan

Statement of intent

At Carleton St Hilda's Church of England Primary School, we believe in providing a high quality of education for all our pupils within an atmosphere of Christian values, love and care. We want our pupils to be happy and successful and we are committed to allowing each individual pupil to develop their own interests, skills and talents within a positive and supportive environment. We are committed to meeting our pupils' pastoral, social and academic needs. This, alongside high-quality teaching gives each and every pupil the chance they deserve to reach their full potential and 'enable all of our pupils to flourish'.

As with every pupil in our care, a pupil who is in receipt of pupil premium is valued, respected and entitled to develop to their full potential.

Our approach is based upon identified challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils to succeed.

The ultimate objectives for our pupils who are in receipt of pupil premium funding are:

- Ensure pupils have the necessary social, emotional and mental health support that they need
- That staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- That rigorous tracking and monitoring is in place to ensure early identification of gaps in learning and potential SEND needs
- They develop language skills to help enable them to communicate effectively in differing contexts and situations

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	There a small number of pupils that are not reaching the expected outcomes in reading (including phonics), writing and maths.
2 Pastoral	There are a number of disadvantaged pupils who have significant social, emotional and health needs. This impacts on the pupil being able to make progress and their readiness to learn.

3 SEND	Some pupils who qualify for pupil premium funding have specific SEND needs and an increasing number of children need SALT intervention.
4 Attendance	A small number of pupils in receipt of pupil premium funding have issues with persistent absenteeism.

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 outcomes for disadvantaged pupils are at least in line with their peers across reading, writing and maths. Through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress of a key group of pupils in receipt of pupil premium funding in reading, writing and maths in line with their identified baselines.
To support disadvantaged pupils with social and emotional well being so that it reduces the impact upon their readiness for learning. Through ensuring they have access to pastoral.	Needs are identified and that school works with the family to provide timely interventions, delivered by a highly trained pastoral lead. <ul style="list-style-type: none"> • That they attend regularly and able to access high quality teaching. • Access a range of extra-curricular activities. • Data from pupil and parent questionnaires, teacher observations and PIVATs assessments. • Attendance target 97%
To ensure that the disadvantaged pupils with SEND needs are making expected progress from their starting points.	Pupils with SEND are being supported so that barriers to learning are reduced and managed. That specialist support is used to help pupils and 'upskill' staff in meeting the range of SEND needs.

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: £10,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the teaching of mathematics through a consistent, mastery approach.</p> <p>Working with the North North West Maths hub to develop our mastery approach.</p> <p>Engaging in the mastering number project to increase accuracy and number fluency.</p>	<p>School improvement plan priority 1: Securing high quality teaching and learning through developing a mastery approach to the teaching of mathematics.</p> <p>https://nnwmathshub.org.uk/</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>1 and 3</p>
<p>Continue to develop our pedagogical practises in school so that we consistently deliver high quality teaching and learning opportunities for all pupils.</p>	<p>School improvement plan priority 3: To secure high quality teaching and learning to ensure the best outcomes for children.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Using Rosenshein Principles to develop our teaching across the school.</p>	<p>1 and 3</p>

<p>Developing the use of Teaching Assistants across the school. The focus on delivering high quality teaching and learning support in classes.</p> <p>Review of the feedback and marking policy. Staff training.</p>	<p>Review of how we currently use our support staff in school using the EEF guidance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Timetabling support staff so that they are able to support basic skills in reading, writing and maths. Active part in the marking and feedback process within lessons.</p> <p>Complimenting high quality teaching with focused small group and 1:1 interventions. Including the provision for pupils with SEND.</p>	<p>1 and 3</p>
<p>Embed the new phonics scheme, approaches and books.</p> <p>Staff sharing good practise in phonics delivery.</p> <p>Ensure pupils in KS2 access high quality phonics sessions as a means of closing the gap in their reading progress.</p>	<p>Scheme has been purchased, new books purchased and training has been delivered. Monitor the impact upon standards.</p> <p>Impact of early reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Ashely Booth: teaching whole class reading in KS2</p>	<p>1 and 3</p>

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

Budgeted cost: £4,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FFT – Lightning Squad – reading intervention</p>	<p>https://fft.org.uk/tutoring/</p> <p>FFT Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a</p>	<p>1 and 3</p>

Support staff trained to deliver the intervention with targeted groups of pupils.	<p>blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through 65 specially written, engaging and illustrated stories.</p> <p>Pupils will work with a Teaching Assistant for six weeks to catch-up their reading skills, with daily 30-minute tutoring sessions in school. Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p>	
<p>Continuation of the NELI programme.</p> <p>Funding for TA to deliver the programme to specific groups of pupils.</p>	<p>Targeting speaking, listening and concentration skills for pupils in EYFS and Year 1. Government funded intervention.</p> <p>Targeting specific groups of pupils and delivering the programme.</p> <p>https://www.teachneli.org/</p> <p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20 weeks. Robust evaluations found NELI children made on average of 3 months additional progress in language.</p>	1 and 3
Continue to purchase IDL to provide additional phonics / reading support.	Regular access to the IDL intervention both in school and at home.	1 and 3
<p>1:1 and small group tutoring sessions after school with identified Year 6 pupils.</p> <p>1 hour a week for 15 weeks starting from January 2023.</p>	<p>EEF Toolkit guidance:</p> <p>'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 interventions can be a powerful tool or supporting these pupils when they are used carefully.'</p>	1 and 3
Effective deployment of	Support staff deployment and best use. EEF guidance:	1 and 3

support staff to support key pupils with focus upon basic standards in maths and English	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of a Family Learning Mentor – training to ‘up skill’.</p> <p>Pastoral support from the Family Learning Mentor for vulnerable children and families – key support for attendance related issues. Support in place to maintain readiness to learn.</p> <p>Well planned transition arrangements into EYFS to ensure nursery and parental engagement to identify ‘at risk’ pupils, as or before they start school.</p> <p>Family drop in weekly – 1 hour.</p> <p>Half termly attendance</p>	<p>EEF guidance about wider strategies focusing on: SEL, Well Being and Mental Health.</p> <p>‘Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	1,2,3 and 4

<p>monitoring and meetings where needed.</p> <p>Engage the relevant support professionals in line with the Attendance Policy and Medical Conditions Policy to encourage good attendance.</p> <p>Increase links with SEND specialists and early identification of needs.</p>		
<p>Disadvantaged pupils are targeted to access extra-curricular activities.</p>		4
<p>Roles and responsibilities are developed across the school but especially in Key Stage 2.</p>	<p>Developing their self-esteem through roles and responsibilities. They feel involved and part of the St Hilda's School Family, recognising the role they play as part of that family.</p>	4

Total budgeted cost: £25,173

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 SATS outcomes: Reading: 100% of disadvantaged pupils achieved EXP+ 100% of disadvantaged pupils achieved Higher Standard Maths: 100% of disadvantaged pupils achieved EXP+ Writing: 100% of disadvantaged pupils achieved EXP+ Improvement in the attendance of PP children. This is closely tracked and monitored by the Key Stage leads and parents are supported with attendance issues.
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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)

*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***

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.