

Pupil premium strategy statement

Carleton St Hilda's Church of England Primary School

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	Carleton St Hilda's Church of England Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Heather Wareing
Pupil premium lead	Heather Wareing
Governor / Trustee lead	Roger Farley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
Recovery premium funding allocation this academic year	£1,992
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,752

Part A: Pupil premium strategy plan

Statement of intent

At Carleton St Hilda's our aim is for all pupils to achieve their full potential. We want all pupils to become independent learners who develop a love of lifelong learning and strive to achieve their best.

Our school's strong Christian values permeate all aspects of our curriculum as well as all wider aspects of school life. Through our nurturing environment we ensure that we 'enable all of our pupils to flourish' in line with our School Vision Statement.

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

Ultimate Objectives

Quality first teaching is at the heart of our approach in supporting the most disadvantaged pupils.

Through our pupil premium funding we ultimately aim to:

- Remove any barriers to learning created by family circumstances, poverty and backgrounds
- Provide an engaging, balanced and well structured curriculum that meets the needs of all learners, allowing them to retain knowledge and develop skills
- Ensure all pupils are able to achieve their academic potential from their starting points through targeted support if needed so that they make progress by meeting or exceeding age related expectation unless SEND
- Enable all pupils to flourish and grow as individuals through the provision of targeted opportunities and to develop skills, interests and life experiences
- Ensure that all pupils have the necessary social, emotional and mental health support they need
- Develop pupils' 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 is a small group of pupils in receipt of pupil premium not making expected progress across the curriculum – particularly: <ul style="list-style-type: none"> • Reading (including phonics) • Writing • Mathematics
2 PASTORAL	Pupils’ emotional well being, social and behavioural needs impact on their readiness to learn and therefore achieve age related expectations. Some disadvantaged pupils have limited experience of wider life opportunities that help them develop their contextual understanding of the world and their self confidence.
3 SEND	Some pupils who qualify for pupil premium funding have specific SEND needs.
4 ATTENDANCE	The attendance of some pupils in receipt of pupil premium is below that of non-disadvantaged pupils and in some instances are classed as persistent absentees.

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 pupils in receipt of pupil premium are at least in line with those of non-disadvantaged across the curriculum and particularly: <ul style="list-style-type: none"> • Reading (including phonics) • Writing • Mathematics 	High quality teaching will be evident across the school Targeted interventions will be in place All disadvantaged pupils, including those with SEND, make expected or accelerated progress from their starting points in each of the three areas of Reading, Writing and Mathematics
To enrich pupils’ life experiences and address their social and emotional vulnerabilities to enable them to access their learning potential	Pupils will be supported based on their needs. Interventions will be in place to support their mental health and well being. Pupils’ lives will be enhanced through extra curricular activities and planned enrichment opportunities to support pupils’ educational, emotional and social development.

<p>To improve the attendance rates of disadvantaged pupils and those classed as persistent absentees</p>	<p>Attendance target for disadvantaged pupils to be above 96%</p> <p>Children in receipt of pupil premium are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p>
--	--

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: £2,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the teaching of: Reading Writing Mathematics</p> <p>Support effective delivery of high quality whole class and small group teaching and feedback to improve learning</p> <p>Introduction and implementation of DFE Validated Systematic Synthetic Phonics programme to improve reading outcomes for all</p> <p>Re-evaluate shared/guided reading approach in KS2</p>	<p>School Improvement Plan priority – Reading</p> <p>EEF Guidance on Improving Literacy in Key Stage One</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-download-the-guidance-report-and-poster</p>	<p>1, 3</p>
<p>Continuous development of teaching approaches through high quality CPD</p> <p>LA provided/DBE Services/Diocesan provided</p> <p>National College provided – Remote video CPD to empower school</p>	<p>See EEF Toolkit : High Quality Teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/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>1, 3</p>

leaders, teachers, staff and governors	https://thenationalcollege.co.uk/	
Commitment to the continued professional development of teaching assistants	Investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	

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

Budgeted cost: £17,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small targeted groups to provide interventions and intensive support for pupils with gaps in knowledge or are at risk of falling behind/not making progress in:</p> <p>Reading Writing Mathematics</p> <p>Pupils identified from pupil progress meetings Reviewed each half term</p> <p>Use of BeeHive space for bespoke individual/small group intervention</p>	<p>EEF Toolkit guidance:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</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 one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>EEF Toolkit Guidance:</p> <p>Small group tuition has an impact of an additional four month’s progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 3

<p>Interventions eg IDL, Times Table Rockstars as well as bespoke interventions</p>		
<p>Effective deployment of staff – teaching assistants</p> <p>Class based teaching assistants to support key pupils within the individual classes and to support teaching and learning based on pupil needs (£7,654)</p> <p>Teaching Assistant currently working across the school to deliver carefully planned and specific interventions to identified pupils in the BeeHive space (£6,978)</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p>	<p>1, 3</p>
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by DHT</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p>	<p>1, 3</p>
<p>Nuffield Early Language – introduce and establish small group interventions across KS1 following baseline assessments</p> <p>Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member (£2,560)</p>	<p>Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>‘Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government’s £350m allocation to tutoring, through the £1bn Covid-19 catch-up’ package announced in June 2020.’</p>	<p>1, 3</p>

Teaching Assistant to deliver the intervention 3 times per week		

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

Budgeted cost: £2,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for vulnerable pupils and families CAF/TAF process allowing them to access key services and support where appropriate	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	2
High quality social and emotional learning embedded in school ethos, the curriculum and explicitly taught in PSHE lessons. Use of Jigsaw materials + inhouse resources in line with whole school curriculum plan for PSHE across the school	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2
Use of outdoor learning to support key groups of pupils Investigate the introduction and implementation of Forest Schools Training for staff required to ensure they feel confident to deliver	Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways: <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to 	2

	<p>participate and the ability to concentrate over longer periods of time</p> <ul style="list-style-type: none"> • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
Attendance monitoring and meetings when needed – for key pupils. Focus item for parent interview evenings and pupil progress meetings.	DFE's Improving School Attendance Guide	4
Cultural Capital is explicitly planned to enrich pupils' learning experiences and lives. Disadvantaged pupils are targeted to access extra-curricular activities. Pupils are given roles and responsibilities to feel valued in the whole school community	The learning and teaching environments respond and meet the needs of disadvantaged pupils eg building cultural capital Disadvantaged pupils are given responsibilities and play a role in the wider life of the school	1, 2

Total budgeted cost:

£2,750

£17,192

£2,480

Total: £22,422

Allocated budget:£19,752

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 2020 to 2021 results will not be used to hold schools to account.

Objectives of the last Pupil Premium Grant were as follows:

- Catch Up Programme: Provision to raise standards in English and Mathematics. Teaching of basic comprehension skills for reading, additional phonics sessions for pupils who needed support to enable them to achieve the expected standard, basic skills and assessment criteria for writing, No Nonsense spelling for the teaching of spelling and early maths skills and reasoning
- Enhanced/improved life skills and experiences – visits out of school, extra-curricular activities, Year 6 residential experience, music tuition

Due to the COVID-19 pandemic the detail of the 2019/2020, 2020/2021 Pupil Premium strategies have been subject to review since April 2020.

Our use of funding has been adapted to meet pupils' needs as they have arisen, whilst maintaining where possible the principles outlined in the relevant documents and in others related to PPG.

During the pandemic the following measures have been taken to ensure that disadvantaged pupils' barriers to learning continued to be overcome wherever possible.

- Provision of food vouchers
- Provide workbooks or laptops for those who needed them + free wi-fi offered
- Liaise with pupils/parents/carers regularly – through telephone calls and Google Classroom – online learning platform
- Inclusion of vulnerable pupils into school during lockdowns for in school learning rather than remote learning
- Once school reopened – all PPG pupils were assessed to plan for catch up in English and Mathematics.

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

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.