

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Carrington Primary School
Number of pupils in school	210 + 26 place nursery
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	11.12.23
Date on which it will be reviewed	October 2024
Author of pupil premium strategy 2021 – 24	Christine Skeats
2022 – 23 Statement authorised by	Jimmy Digges
Pupil premium lead	Jimmy Digges
Governor / Trustee lead	Dr Helen Masey O'Neil

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56 639
Recovery premium funding allocation this academic year	£4,859
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	£61,498

# Part A: Pupil premium strategy plan

## Statement of intent

*We aim to support disadvantage pupils to reach their full potential in the important key areas of social and emotional learning, English and maths whilst also offering opportunities to develop artistic skills in line with the experiences of other pupils.*

*Through careful assessment and tracking we identify individual need and target support at where help is needed most. Our staff are carefully trained in a range of intervention strategies which help to close gaps. We see early help as being particularly important aiming our COVID catch up premium at Key Stage One and phonics.*

*Our community is very diverse culturally and socially, disadvantaged children sometimes miss out on opportunities many of our more affluent pupils enjoy such as music tuition and wider cultural experiences so we close that gap as there is evidence that the experiences gained contribute to progress in reading, writing and maths.*

## Challenges

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

Challenge number	Detail of challenge
1	Writing analysis shows that disadvantage pupils had gaps in spelling, vocabulary use and grammar
2	Maths analysis shows gaps in understanding of number and problem solving.
3	Reading analysis shows that disadvantaged pupils are less likely to read at home.
4	Our community is very mixed, many pupils can afford a broad cultural education outside school which disadvantaged pupils are unable to access.
5	Attendance can be poor for pupils who are in disadvantaged families
6	Many of our disadvantaged children have multiple barriers such as SEN and EAL. Disadvantaged cohorts are small which can distort achievement percentages.

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
Ensure phonic knowledge is secure	97% disadvantaged pupils have passed the phonics test by the end of KS1 2024
Disadvantaged pupils are fluent readers	60% disadvantaged children are at expected levels in reading by the end of KS2 2024
Improved maths attainment by the end of KS2	60% disadvantaged children are at expected levels in KS2 maths outcomes in 2024
Spelling, grammar and punctuation have improved for disadvantaged learners	KS2 grammar and punctuation paper show that 60% disadvantaged children are at expected levels in 2024
Attendance of Disadvantaged Pupils has improved	90% disadvantage pupils have 95% attendance
All disadvantaged pupils have had the opportunity to learn a musical instrument and attend at least one residential before the end of KS2	The 23/24 cohort have all worked with the wider opportunities team as a minimum (some have received small group music tuition) and all have attended a residential in KS2, our aim is that they attend all residencies offered but not all parents feel confident about sending children away.

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nottingham Schools Trust school improvement advisor support. Five sessions support across the year providing in depth advice and support to improve core areas of the curriculum. Individual subject support such as maths.	Quality support targeted at our school's specific needs, based on deep dives in reading, maths and writing.	1, 2,3

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

Budgeted cost: £ (1 level 3 TA £33,382, 1 level 2 TA £25,273, literacy volunteer £399) total = £59,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
In Key Stage One, small group level 3 teaching assistant support for phonics and reading to ensure children are confident readers. The COVID premium has been used to supplement this work closing gaps so children are prepared for KS2	Phonics approaches have a strong evidence base for ensuring children make a good start in early reading. Small group tuition enable focus on a small group of learners with specific needs, pupils concentrate better and progress is faster.  <i>EEF phonics, EEF small group tuition</i>	1,2,6
Trained literacy volunteers from the	Evidence shows that 1:1 support can aid rapid progress and develop confidence in reading through individual feedback.	3,6

literacy trust delivering 1:1 reading support.	<i>EEF individualised feedback, EEF 1:1 support</i>	
Teaching assistant support for precision teaching in maths and talk for writing targeting key skills.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.  <i>EEF Teaching assistants, small group and individual tuition</i>	1,2,6

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

Budgeted cost: £ (Office support for attendance tracking £1,963; wider opportunities music tuition £1,490; enrichment support £2,000; 0.5 Level 1 TA £12,050) Total = £17,503.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring, with a particular focus on disadvantaged pupils.	Regular attendance is essential if children are to access the learning programs above.	5
Meet and greet, therapy and Lego therapy program delivery by teaching assistants. Formal and informal pastoral support from teaching assistants supports children who are suffering from anxiety or find social skills challenging e.g. post looked after children or those from homes where there is domestic violence. Emotional literacy and CBT interventions led by teaching assistants to build self-esteem and equip pupils with strategies to overcome challenges.	When children are anxious or experiencing social and emotional difficulties they have difficulty accessing the curriculum. Individual time to talk through worries and small group work around social skills improves concentration in the classroom.  <i>EEF social and emotional learning, EEF behaviour interventions</i>	1 and 5
Wider Opportunities music provision. Years 4 and 5 have whole class music tuition. Disadvantaged children can access a fund to support small group tuition. Children have opportunities to play with wider orchestras and ensembles.	Research shows a potential link between music and maths skills. Learning a musical instrument as a group improves social skills and can boost self-esteem for pupils who struggle to attain in core subjects.  <i>EEF arts participation, EEF social and emotional learning</i>	2 and 4

Support for trips, visits and other enrichment activities	Enrichment activities boost vocabulary, understanding of the world and resilience. Children from free school meals backgrounds benefit the most from participation but can least afford it. <i>EEF social and emotional learning.</i>	3 and4
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**Total budgeted cost:**

£6,000

£59,054

£17,503

Total = £82,557

## 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 2022 – 23 academic years.

**Context:** The current strategy runs from 2021 to 2024. During this academic year, a new Head Teacher was appointed in April 2023.

#### KS2 outcomes 2023: (Carrington pupil premium | National Other)

Reading					
EXS+		GDS		Progress Score	
25% (2/8)	78%	0 (0/8)	34%	-4.26	0.44
Writing					
EXS+		GDS		Progress Score	
75% (6/8)	77%	0 (0/8)	16%	2.11	0.37
Maths					
EXS+		GDS		Progress Score	
63% (5/8)	79%	0 (0/8)	20%	-0.94	0.46

#### KS1 outcomes 2023:

Reading			
EXS+		GDS	
57% (4/7)	73%	0 (0/7)	22%
Writing			
EXS+		GDS	
43% (3/7)	65%	0 (0/7)	10%
Maths			
EXS+		GDS	
57% (4/7)	75%	0 (0/7)	19%

#### Phonics 2023: Carrington pupil premium | National all

Year 1 Phonics Screening		Year 2 Resit	
60% (3/5)	79%	100% (7/7)	89%

#### Impact of wider strategies:

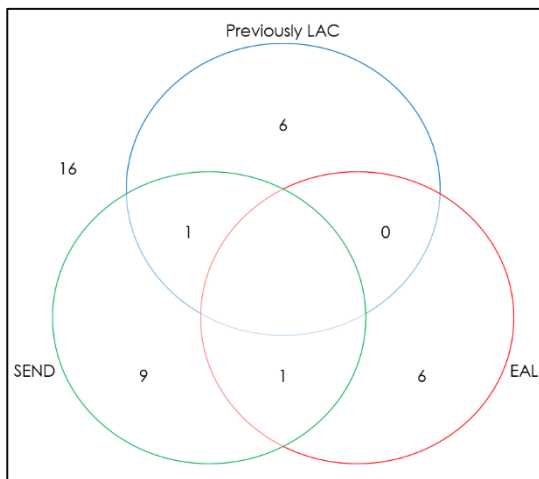
- Emotional literacy and CBT interventions led by skilled teaching assistants continues to be effective in supporting the social and emotional wellbeing of some of our disadvantaged pupils. Pupils have developed practical strategies to respond to emotions such as anxiety

and anger and are increasingly able to regulate their emotions and maintain positive learning behaviour for longer.

- Some disadvantaged pupils are able to fully engage and actively participate in their learning thanks to the impact of interventions such as theraplay and lego therapy
- Increased confidence has been observed in pupils who regularly read with a volunteer from the Literacy Trust
- All pupils in year 4 have had access to whole-class music tuition and had the chance to learn to play a musical instrument. During these sessions, pupils have built confidence and improved relationships with others as they learn to play music as part of a larger group.
- Attendance of disadvantaged pupils in the 2022-23 academic year was 93.4% compared to a national figure of 91.3% - this is in part thanks to high expectations and rigorous monitoring of the attendance of disadvantaged pupils

**Current PP context for 2023 – 24:**

As of December 2023, there are 39 disadvantaged pupils at Carrington Primary and Nursery School. It is a complex group that includes multiple pupil groups.



\* Of the 7 pupils with EAL, only 2 of them experience this as a barrier to their learning

\*\* A large percentage of pupils eligible for pupil premium need support to increase their emotional literacy, self-confidence and emotional regulation



**Progress towards intended outcomes:**

Monitoring against the success criteria for each intended outcome from the pupil premium

Intended outcome	Success criteria	Progress towards outcomes
Ensure phonic knowledge is secure	97% disadvantaged pupils have passed the phonics test by the end of KS1 2024	100% of pupils on track to achieve phonics by end of KS1
Disadvantaged pupils are fluent readers	60% disadvantaged children are at expected levels in reading by the end of KS2 2024	29% of year 6 pupils on track to achieve ARE in reading in 2024
Improved maths attainment by the end of KS2	60% disadvantaged children are at expected levels in KS2 maths outcomes in 2024	43% of disadvantaged pupils on track to achieve ARE in maths in 2024
Spelling, grammar and punctuation have improved for disadvantaged learners	KS2 grammar and punctuation paper show that 60% disadvantaged children are at expected levels in 2024	43% of disadvantaged pupils are on track to achieve ARE in GPS in 2024
Attendance of Disadvantaged Pupils has improved	90% disadvantage pupils have 95% attendance	70% of disadvantaged pupils currently have an attendance of 95% or more
All disadvantaged pupils have had the opportunity to learn a musical instrument and attend at least one residential before the end of KS2	The 23/24 cohort have all worked with the wider opportunities team as a minimum (some have received small group music tuition) and all have attended a residential in KS2, our aim is that they attend all residentials offered but not all parents feel confident about sending children away.	58% of current year 6 disadvantaged pupils are receiving music tuition this year All pupils have attended whole-class music lessons led by the music hub 100% of disadvantaged pupils in year 5 and 6 attended a residential in November, supported by school subsidies

strategy 2021-24 has revealed the progress made towards each outcome. This data was collected in October 2023 and will continue to be monitored.

**Response to latest data:**

- Rigorous pupil progress reviews in place to ensure all disadvantaged pupils are receiving targeted support to accelerate academic progress in core subjects
- A new KS2 whole-class reading curriculum has been implemented in September 2023, with a focus on reading fluency, vocabulary building and reading with meaning and understanding
- External expertise has been sought to complement the school CPD programme around behaviour management, ACES, PDA and Autism.

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## 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
Times Table Rock Star	
Little Wandle	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

We have used some of educational psychology allocation to provided a support group for parents looking after PLAC children in the past, once the pandemic is more settled we, would like to offer this again.