

Pupil premium strategy statement – Carrington Primary and Nursery School

This statement details our school’s use of pupil 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	210 + 26 place nursery
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Jimmy Digges
Pupil premium lead	Mr Jimmy Digges
Governor / Trustee lead	Dr Helen Masey O’Neill

Context of pupils eligible for pupil premium funding: 32 Pupils

SEND	EAL	BOYS	POST-CIC	CP PLAN
10 (31%)	4 (13%)	11 (34%)	5 (16%)	2 (6%)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ 63,870

Part A: Pupil premium strategy plan

Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and in their personal development. In line with EEF guidance, our strategy is built on three tiers: **high-quality teaching, targeted academic support and wider strategies**. We aim to support disadvantaged 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.*

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

***High-quality teaching** is at the heart of our approach, with a focus on areas in which disadvantaged pupils require adapted teaching and additional support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We aim to identify individual need and gaps in knowledge early and provide **targeted academic support** through high-quality interventions and the deployment of teaching assistants.*

*Our community is very diverse culturally and socially and disadvantaged children sometimes miss out on opportunities many of our more affluent pupils enjoy such as music tuition and wider cultural experiences. Through **wider strategies**, we aim to close that gap and build cultural capital for our most disadvantaged. There is evidence that such experiences contribute to social and emotional development and support further progress in reading, writing and maths*

To ensure our approaches are effective, we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Writing analysis shows that many disadvantaged pupils require a broader range of vocabulary to apply to their writing whilst also not meeting age-related standards in spelling and grammar. Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>In July 2024, 43% of disadvantaged pupils achieved the expected standard at the end of KS2 in comparison to 83% of all pupils.</p>
2	<p>Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Analysis shows that in many cases, disadvantaged pupils lack number fluency and number sense which they need to reason and apply to solve mathematical problems.</p> <p>In July 2024, 43% of disadvantaged pupils achieved the expected standard at the end of KS2 in comparison to 83% of all pupils.</p>
3	<p>Reading analysis shows that the majority of disadvantaged pupils are not widely read, have limited breadth of vocabulary, knowledge of texts and authors and do not read enough at home. Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>In July 2024, 29% of disadvantaged pupils achieved the expected standard at the end of KS2 in comparison to 83% of all pupils.</p> <p>At the end of year 1, 80% of disadvantaged pupils passed the phonics screening check compared to 93% of all pupils.</p>
4	<p>Our community is very mixed, many pupils can afford a broad cultural education outside school which disadvantaged pupils are unable to access.</p>
5	<p>Without regular tracking and intervention, attendance can be poor for disadvantaged pupils. Despite attendance statistics showing attendance of disadvantaged pupils at Carrington exceeded national averages, this requires continued monitoring and action to maintain. In addition, only 49% of disadvantaged pupils achieved the attendance target of 96% in the year 2023 – 24.</p>
6	<p>Many of our disadvantaged pupils lack confidence, oral language skills and vocabulary to speak and read aloud with expression and fluency</p>

The disadvantage gap at the end of 2023 – 24

	R		1		2		3		4		5		6	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
Rea	66% 2/3	62% 16/26	25% 1/4	54% 13/24	0 0/4	79% 20/26	43% 3/7	65% 15/23	60% 3/5	72% 18/25	43% 3/7	77% 17/22	29% 2/7	83% 19/23
Wri	66% 2/3	62% 16/26	25% 1/4	75% 18/24	0 0/4	65% 17/26	57% 4/7	74% 17/23	20% 1/5	48% 12/25	43% 3/7	59% 13/22	43% 3/7	83% 19/23
Mat	66% 2/3	77% 20/26	25% 1/4	75% 18/24	0 0/4	73% 19/26	86% 6/7	96% 22/23	60% 3/5	64% 16/25	43% 3/7	73% 16/22	43% 3/7	83% 19/23

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
Ensure high-quality delivery of the SSP programme, leading to excellent outcomes in phonics for disadvantaged pupils	Phonics attainment among disadvantaged pupils is in line or above that of non-disadvantaged pupils. This is evident in the PSC in year 1 and the resits taken in year 2.
Improved reading attainment at the end of KS1 and KS2 for disadvantaged pupils	KS1 and KS2 outcomes show that more than 75% of disadvantaged pupils met the expected standard.
Improved engagement from disadvantaged pupils in wider reading and reading for pleasure	Reading records show that 90% of disadvantaged pupils are reading frequently at home. Qualitative data shows that disadvantaged pupils are more widely read, have substantial knowledge of a range of texts and authors and enjoy reading.
Improved writing attainment at the end of KS1 and KS2 for disadvantaged pupils	KS1 and KS2 outcomes show that more than 75% of disadvantaged pupils met the expected standard, with knowledge of spelling and grammar more secure and with a broader range of vocabulary evident.
Improved maths attainment at the end of KS1 and KS2 for disadvantaged pupils	KS1 and KS2 outcomes show that more than 75% of disadvantaged pupils met the expected standard.
Improved confidence, self-esteem alongside knowledge and skills to speak and read aloud with clarity, expression and fluency	Qualitative data from student voice, student and parent surveys and teacher observations shows that disadvantaged pupils have a stronger voice, are more confidently and regularly reading and speaking aloud in class and in assemblies.
To achieve and sustain excellent levels of school attendance for all pupils, particularly those who are disadvantaged	Attendance gap between disadvantaged and non-disadvantaged pupils has been closed. 90% of disadvantaged pupils are at or above the school target for attendance.
Disadvantaged pupils have accessed opportunities to engage in wider experiences to build cultural capital and build self-esteem	All disadvantaged pupils have had the chance to learn a musical instrument and attend at least one residential before the end of KS2.

Activity in the academic year 2025-26

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: NST £5,000; Total £5,000

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.	<p>Quality support targeted at our school's specific needs, in line with the school development plan.</p> <p>In-depth monitoring of reading, writing and maths takes place, alongside high-quality support for senior leaders, subject leaders and teachers.</p>	1, 2, 3

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

Budgeted cost: Level 3 TA £33,382; Level 2 TA £17,933 (towards); Literacy Volunteer £399; Total £51,714

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group level 3 teaching assistant support for phonics and reading to ensure children are able, confident readers.	<p>Phonics approaches have a strong evidence base for ensuring children make a good start in early reading.</p> <p>Small group tuition enable focus on a small group of learners with specific needs, pupils concentrate better and progress is faster.</p> <p>EEF phonics, EEF small group tuition</p>	3, 6
Small group level 3 teaching assistant support for reading fluency.	<p>Reading fluency is the critical bridge between decoding and comprehension.</p> <p>High-quality instruction of reading fluency enables pupils to make accelerated progress in reading: Reading Fluency Project, Hearts for Learning</p>	3, 6

Trained literacy volunteers from the literacy trust delivering 1:1 reading support.	Evidence shows that 1:1 support can aid rapid progress and develop confidence in reading through individual feedback. EEF individualised feedback, EEF 1:1 support	3, 7
Teaching assistant support for maths fluency and writing interventions such as transcriptional fluency and oracy & language	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, 7

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

Budgeted cost: Office support for attendance £2,156; Music Tuition £3,500 + £324 subsidies; Enrichment support £1,500; TA time costed within Targeted academic support £13,925; Total £7,156

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring, with a particular focus on disadvantaged pupils. Pupils may access breakfast club for a discounted rate or free of charge to support high attendance.	Regular attendance is essential if children are to access a sequenced school curriculum that builds on small steps of prior knowledge.	5
Meet and greet, theraplay 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>	4, 6

<p>Wider Opportunities music provision. Years 4 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.</p>	<p>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.</p> <p><i>EEF arts participation, EEF social and emotional learning</i></p>	<p>4, 6</p>
<p>Support for trips, visits and other enrichment activities</p>	<p>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></p>	<p>4, 6</p>

Total budgeted cost: £63,870

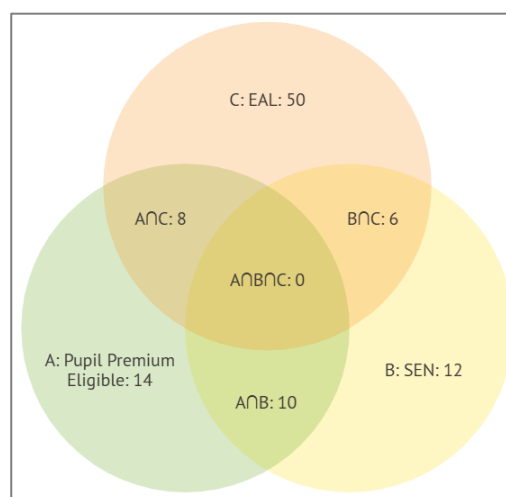
Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

Context: The current strategy runs from 2024 to 2027. Below are the outcomes at the end of the academic year 2024-25. 32 pupils are currently eligible for pupil premium at Carrington, which is 16% of all pupils at the school.

In comparison to other inner-city schools, this is a relatively small percentage. Many pupils in this group have multiple vulnerabilities:

- 25% of pupils eligible for pupil premium also speak English as an additional language (EAL).
- 31% of pupils eligible for pupil premium are also on the SEND register.
- 2 pupils eligible for pupil premium funding were previously children in care (CIC).



KS2 Outcomes (Carrington Pupil Premium vs National Pupil Premium)

	Reading	Writing	Maths	RWM
2024	29% 64%	43% 60%	43% 61%	29% 47%
2025	57% 63%	71% 59%	57% 61%	29% 47%

- Two children were two or less marks away in one paper from achieving expected standard in RWM.
- Two other children in this cohort were involved in significant child protection plans at the time of their KS2 assessments.
- Significant improvement in pupil premium attainment since previous year in most areas.

KS1 Outcomes

	Reading	Writing	Maths	RWM
2024	0%	0%	0%	0%
2025	80%	40%	60%	40%

- A significant increase in outcomes at the end of KS1 for pupils eligible for pupil premium from 2024 to 2025.
- Targeted academic support from teaching assistants across KS1 has had a significant impact on outcomes for pupil eligible for pupil premium.

Phonics Screening Check Outcomes (Carrington vs National)

	All pupils	Pupil Premium	Gap *
2024	93% 80%	80% 68%	- 13%
2025	83% 80%	100% 67%	+ 17%

* Gap is between all pupils at Carrington and pupils eligible for pupil premium at Carrington.

- The gap in year 1 phonics attainment between all pupils and those pupils eligible for pupil premium has reduced significantly.
- Every child eligible for pupil premium passed the phonics screening check in 2025.
- Targeted academic support in the form of keep-up and catch-up sessions, delivered by a teaching assistant has had a significant impact on these outcomes.

Phonics Resit Outcomes

	All pupils	Pupil Premium	Gap *
2024	80% 89%	0%	- 80%
2025	90% 89%	80%	- 10%

* Gap is between all pupils at Carrington and pupils eligible for pupil premium at Carrington.

- Significant increase in percentage of pupils eligible for pupil premium meeting the expected standard in phonics by the end of ks1 from 2024 to 2025.

Attendance

	Attendance All	Attendance PP	PA All	PA PP
2024	95.5% 94.4%	93.4% 91.3%	10% 16%	
2025	96.4% 94.5%	93.3% 92.1%	9% 16%	22.6% 26.6%

- Rigorous monitoring and connected thinking between attendance, safeguarding and pastoral teams to ensure that pupils eligible for pupil premium are known and interventions to improve attendance where necessary were swift and effective.
- Any pupil eligible for pupil premium whose attendance sits below 90% is on an attendance improvement plan.
- Significant gap remains between the proportion of pupils eligible for pupil premium who are persistently absent compared to the proportion of all pupils who are persistently absent. In all cases, multiple vulnerabilities are impacting attendance, including safeguarding and SEND. School support is in place for all families in the form of parent meetings and adapted provision are in place alongside external support from social care and MIAT where appropriate.

- Emotional literacy and CBT interventions led by skilled teaching assistants continues to be effective in supporting pupils' social and emotional wellbeing. 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.
- Data shows that the number of behaviour incidents and exclusions has reduced significantly. No pupils eligible for pupil premium have been suspended
- Increased confidence has been observed in pupils who regularly read with a volunteer from the Literacy Trust – improved reading prosody, accuracy and automaticity has been evident thanks to regular reading aloud.
- All pupils eligible for pupil premium are able to access all school trips thanks in part to school subsidies.

Intended Outcome	Success Criteria	Impact
Ensure high-quality delivery of the SSP programme, leading to excellent outcomes in phonics for disadvantaged pupils	Phonics attainment among disadvantaged pupils is in line or above that of non-disadvantaged pupils. This is evident in the PSC in year 1 and the resits taken in year 2.	- All pupil premium pupils (100%) passed phonics screening check in y1. - 80% of pupils passed the resit check in y2.
Improved reading attainment at the end of KS1 and KS2 for disadvantaged pupils	KS1 and KS2 outcomes show that more than 75% of disadvantaged pupils met the expected standard.	- In KS1, 80% of pupil premium pupils achieved expected standard - In KS2, 57% of pupil premium pupils achieved expected standard. Safeguarding context significant for two of this pupils and two others narrowly missed expected by 2 marks or less.
Improved writing attainment at the end of KS1 and KS2 for disadvantaged pupils	KS1 and KS2 outcomes show that more than 75% of disadvantaged pupils met the expected standard, with knowledge of spelling and grammar more secure and with a broader range of vocabulary evident.	- Significant improvement in KS2 writing (71%), surpassing national pupil premium outcomes and close to target of 75%. - An improvement of 40% in KS1 writing outcomes from previous year.
Improved maths attainment at the end of KS1 and KS2 for disadvantaged pupils	KS1 and KS2 outcomes show that more than 75% of disadvantaged pupils met the expected standard.	- Maths outcomes in KS2 improved by 14% since previous year. - Maths outcomes in KS1 improved by 60% since previous year.
Improved confidence, self-esteem alongside knowledge and skills to speak and read aloud with clarity, expression and fluency	Qualitative data from student voice, student and parent surveys and teacher observations shows that disadvantaged pupils have a stronger voice, are more confidently and regularly reading and speaking aloud in class and in assemblies.	- More pupil premium pupils are taking part in school council, play leaders and wider school projects. - Pastoral support including emotional literacy, therapy and CBT are having a positive impact on self-esteem, confidence and pupils' ability to engage in learning and self-regulate in classrooms.
To achieve and sustain excellent levels of school attendance for all pupils, particularly those who are disadvantaged	Attendance gap between disadvantaged and non-disadvantaged pupils has been closed. 90% of disadvantaged pupils are at or above the school target for attendance.	- 22% of pupil premium pupils are persistent absentees. Half of these pupils are accessing MIAT support following school support and referrals. - Pupil premium attendance is 93%, 3% below all pupils. - 58% of pupil premium pupils are at or above school target of 96%
Disadvantaged pupils have accessed opportunities to engage in wider experiences to build cultural capital and build self-esteem	All disadvantaged pupils have had the chance to learn a musical instrument and attend at least one residential before the end of KS2.	- All pupils in year 4 have engaged in lessons to learn the clarinet. - All pupils in year 5 and year 6 attended a two-night residential

Externally provided programmes

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

Programme	Provider