# Pupil premium strategy statement – Carfield Primary School

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

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| **Detail** | **Data** |
| Number of pupils in school  |  581 |
| Proportion (%) of pupil premium eligible pupils |  25.1% |
| 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)** |  2021-2024 |
| Date this statement was published |  November 2023 |
| Date on which it will be reviewed |  November 2024  |
| Statement authorised by |  Hannan Mohammed (Headteacher) |
| Pupil premium lead |  Barry Wood (Assistant headteacher) |
| Governor / Trustee lead |  Derek Grover  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £222,550 |
| Recovery premium funding allocation this academic year*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £9450 (50%)£18,900 (100% matched)  |
| 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* | £241,450 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Here at Carfield Primary School, our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve good levels of attainment across all subject areas – in line with their potential. Pupil premium pupils deserve to have access that enables them to socially and culturally develop, which is not hampered by their socio-economic background. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already achieving results at age related expectations or higher. Common barriers to learning for disadvantaged students at Carfield Primary school can include weak language and communication skills due to an increasing number of pupils with English as an additional language (12.39%); attendance and punctuality issues with negative views of school due to lasting anxiety from Covid (cited by PP parents) and more frequent behaviour issues. We recognise that the challenges are varied and there is no ‘one size fits all’. Using the Education Endowment Foundation guidance on Pupil Premium, the school acknowledges that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged students’ and as such we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and teaching assistants linked to the school improvement plan.  The key principles of our strategy: * Promote an ethos of attainment for all at Carfield Primary School, specific to individual potential
* Individualised approach to address barriers through strategic planning
* High quality teaching through research backed approaches
* Appropriate staff members working with disadvantaged students developing positive relationships
* Decisions based on data (formative and summative), pupils needs, parent conversation and professional judgement (internal and external) and response to the evidence and research
* Clear, proactive leadership – Ensuring all PP pupils have fair access to all areas of the curriculum

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools’ and students’ priorities change always ensuring the optimal approach for all of our pupils. |

## Challenges

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

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| **Challenge number** | **Detail of challenge**  |
| 1 | The progress/attainment in writing of disadvantaged pupils is lower than that of the non- disadvantaged cohort (30% difference between achieving ARE or higher) |
| 2 | The progress/attainment in maths of disadvantaged pupils is lower than that of the non- disadvantaged cohort (26% difference between achieving ARE or higher) |
| 3 | The progress/attainment in reading of disadvantaged pupils is lower than that of the non- disadvantaged pupils (25% difference between achieving ARE or higher) |
| 4 | Attendance and punctuality are lower for our disadvantaged cohort compared to our non-disadvantaged pupils (4.3% difference) |
| 5 | Proportionally high behaviour incidents of PP students compared to non-PP students. |
| 6 | Ensuring PP students engage with wider-curricular opportunities and experience culture capital of which they may not have opportunities to do so outside of school  |

## 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.

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| **Intended outcome** | **Success criteria** |
| 1. **Reducing the attainment gap in core subjects** 1.1 Reduce the gap between PP and non PP pupils (18% gap, in line with the national average) achieving the expected standard in **writing** by the end of KS21.2 Reduce the gap between PP and non PP pupils (17% gap, 5% more positive than national average) achieving the expected standard in **mathematics** by the end of KS21.3 Improved outcomes in **reading** at the end of KS2 to reduce the gap to 17% in line with the national average of teacher assessment. 1.4 Phonics results at end of KS1 are within national data averages1.5 A love for reading is evident through, learning walks, pupil voice and triangulated assessment  | * Development of QFT through instructional coaching
* Development of scaffolding for access to learning
* Small group interventions
* Use of RWI portal for development of phonics
* Promotion of Times Table Rockstars and increased Y4 MTC performance
* Successful implementation of writing SOW with developed vocabulary
* Increased capacity at TA level allow for targeted interventions
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| **2. Mental health, wellbeing and relationships**2.1 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. 2.2 Provide opportunities for children who are experiencing emotional difficulties to use play to communicate and help prevent or resolve psychosocial challenges. To help them towards better social integration, growth and development. 2.3 To reduce disruption to learning, reduce behaviour incidents 2.4 To raise self-esteem, promoting confidence and increased motivation 2.5 Provide children with the skills to identify their mood and know what to do to change their mood if feeling low. | * Wellbeing, metal health, relationships and self-esteem are increased for all, through PSHE (Jigsaw) and dedicated focus to wellbeing and relationships
* ELSA, nurture and play based interventions planned and delivered through alternative provision of Thrive and Evolve
* Referrals made and outside agencies work in school with identified pupils.
* Disruption to learning and behaviour incidents are reduced through improved behaviour strategies, policy and implementation
* Staff knowledge of behaviour facilitation, trauma and wellbeing developed through CPD and training
* Clear understanding and use of the zones of regulation
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| **4. Attendance** 4.1 To support children that have poor attendance or are regularly late for school and improve their overall attendance. 4.2 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * Attendance is improved through working with families and outside agencies via the home school link worker
* Families are supported to arrive at school on time (early) through meet and greet, before school activities and subsided breakfast club sessions
* Wellbeing and positive attitudes to attending school are developed through wellbeing and positive relationship initiatives led by the pupil wellbeing committee
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| **5. Cultural capital** 5.1 To provide a range of school visits, visitors and experiences that they may not have been able to do without the financial subsidy. 5.2 To enhance and develop learning and experiences that develop children’s cultural capital. 5.3 To give disadvantaged children the opportunity to learn a musical instrument | * A wide range of subsided school visits, visitors and experiences are provided, all PP pupils expected and supported to attend. 33% discount for all PP pupils.
* Pupils knowledge, vocabulary and cultural capital improved, shown thorough pupils voice
* Pupils actively encouraged and supported to learn a musical instrument, through funded whole school programme (Y3)
* Pupils actively encouraged to take part in Yoga lessons delivered by a qualified yoga instructor- fully funded
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 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: **£ 9*3,950***

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Instructional coaching for all teachers and HLTA’s focusing on the 4 golden threads of Scaffolding, behaviour + relationships, oracy and questioning.  | Tom Sherrington and the Walk-thru instructional coaching model. Key points taken from OFSTED report April 2023 <https://walkthrus.co.uk/>  |  1,2,3,4,5 |
| Nurture lead, HLTA and TA recruitment to increase capacity to support within class within class and small group or 1 to 1 intervention |  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=Teaching>  |  1,2,3,4,5, |
| NTP funded mentoring for pupils in Y6 and Y2  | Independent studies at various key stages on academic progress through NTP funded mentoring programmes. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring?utm_source=/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentor>  | 1,2,3,4  |

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

Budgeted cost: **£ *111,900***

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| In house speech and language therapist to work with children and train staff to deliver interventions through Thrive  | Specialists modelling and working alongside staff has greater impact on student progress from staff surveys.Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.Speech and language data shows that if gaps in language are targeted then progress is accelerated<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> |  1,2,3,5 |
| Specialist speech therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. | EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) |  1,2,3,5 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.RWI | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,3 |
| Purchase of Power maths  | Development of maths mastery for all pupils <https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html>  | 2 |
| ELSA sessions  | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.Sutton Trust – quality first teaching has direct impact on student outcomes.<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support> | 4,5  |
| In house Educational psychologist to support the development of SEND and TA and interventions  | There is extensive research to show that the impact of teaching assistants can improve the progress and outcomes of children if deployed effectivelyevidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants><https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support> | 4,5  |
| Art therapy  | Adopting different social and emotional strategies to engage pupils with various SEND and attachment issues. Weekly sessions delivered onsite by offsite professionals. The goal will be to enable pupils to understand emotional feelings. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2804629/> | 4,5,6 |

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

Budgeted cost: **£ *35,600***

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *PP stand alone Halle Orchestra trip. KS2 pupils will have a fully funded trip to the Halle Orchestra concert in Sheffield City Townhall*  | Evidence suggests pupils from disadvantaged backgrounds have less opportunities at developing cultural capital. (Sutton Trust's Parent Power 2018 report provides evidence that even today, middle-class children have more cultural capital than their less advantaged peers.9 Nov 2022).Summative data from pupil and staff voice have suggested that pupils from disadvantaged backgrounds are not accessing the  |  6 |
|  *Wellbeing committee* *A pupil led wellbeing committee that meet half termly to discuss pupil wellbeing and positive strategies*  | Evidence suggests a SEAL approach to mental health is paramount for allowing pupils to access learning. <https://d2tic4wvo1iusb.cloudfront.net/production/documents/School_Planning_Guide_2022-23.pdf?v=1699417046>  |  4,5 |
| *Childrens University* Children’s University to be launched in 2024 to encourage pupils to access extra curricular clubs.  | <https://www.childrensuniversity.co.uk/universities/sheffield-childrens-university/>  | 4,6  |
| *Forest schools* *Forest schools sessions delivered initially as 1 session and expanding to 3 sessions.* *One group will be dedicated to high needs pupils which will be over 50% PP cohort*  | <https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/>  | 4,5,6  |

**Total budgeted cost: £** *241,450*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Cultural capital still remains a strength for our PP strategy. The 33% reduction for all paid clubs and trips has enabled a higher percentage of our PP cohort to gain access to social and cultural opportunities that may have been unattainable before (95% of Y6 PP attended the Y6 residential). The fully funded Halle’ Orchestra trip remains a highlight of the PD calendar with parents and OFSTED positively commenting on the strategy.

Although still in their infancy, the two onsite alternative provisions have continued to improve and develop. Evolve primarily focuses on Social Emotional Mental Health interventions and Thrive delivers specific speech and language or fine motor skills interventions linked to EHCPs. The amount of PP pupils that have accessed either AP over the last 12 months is over 60+ from Y1-Y6.

Teacher assessment from Y1-6, for PP pupils gaining age related expectations or higher levels in the core subjects:

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| Subject | Carfield Primary School |
| Reading | 55% |
| Writing  | 44% |
| Math | 56% |

The outcomes are within 1% of last year’s results showing new initiatives are needed to increase the percentages of PP pupils achieving ARE and close the gap between disadvantaged and non-disadvantaged pupils. End of KS2 results for PP pupils were as follows:

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| Subject | Carfield Primary School | National Average |
| Reading | 60% | 60% |
| Writing  | 53% | 58% |
| Math | 60% | 59% |

Writing has been identified as an area for development and a new writing scheme of work has been introduced for this academic year. The above-mentioned interventions will be utilised to help PP pupils develop knowledge and understanding and will be closely monitored.

PP attendance figures for 22-23:

* Whole school 92.8%
* PP cohort 88.2%

The 4.6% difference in average attendance is a 0.6% improvement on last year’s figures. With a dedicated home school link worker and consistent collaboration with attendance and inclusion (local authority) we expect a positive increase in attendance and a narrowing of the gap.

## 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.*

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| **Programme** | **Provider** |
|  Power maths  |  Pearson Education  |
|  Jigsaw RE + PSHE  |  Jan Lever Group  |