Pupil premium strategy statement – Carfield Primary 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	535
Proportion (%) of pupil premium eligible pupils	25.4% (136 pupils)
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 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Hannan Mohammed (headteacher)
Pupil premium lead	Barry Wood (assistant headteacher)
Governor / Trustee lead	Derek Grover (chair of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 207,185
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*	£ 207,185

Part A: Pupil premium strategy plan

Statement of intent

At Carfield Primary School, our core aim is to ensure that all pupils—regardless of their socio-economic background or the challenges they may encounter—make strong progress and attain high standards across all areas of the curriculum. Our pupil premium strategy is designed to support disadvantaged pupils in achieving these outcomes, including those who are already high attainers, while narrowing the attainment gap across all levels of learning.

We are committed to providing disadvantaged pupils with access to enriching experiences that foster their social and cultural development, ensuring that their character is nurtured without limitation from their socio-economic circumstances.

Central to our approach is the principle of Quality First Teaching, which we recognise as the most effective means of improving pupil outcomes, particularly for those experiencing disadvantage. Our strategy places a strong emphasis on the development of oracy and the consolidation of foundational knowledge throughout the curriculum. By explicitly teaching vocabulary, encouraging high-quality classroom dialogue, and securing pupils' understanding of key concepts essential for future learning, we aim to eliminate barriers to comprehension and engagement.

Through this targeted focus, we strive to equip disadvantaged pupils with the language, knowledge, and confidence necessary to succeed alongside their peers and realise their full potential.

Our approach is grounded in responsive and proactive planning that addresses both common challenges and individual needs. This is underpinned by rigorous diagnostic assessment rather than assumptions about the effects of socio-economic disadvantage. The strategies we have implemented are designed to work in synergy, enabling all pupils to thrive and achieve their full potential.

To ensure the effectiveness of our approach, we will:

- Provide appropriately challenging learning opportunities for disadvantaged pupils.
- Implement timely interventions as soon as needs are identified.
- Embed a whole-school ethos in which all staff share responsibility for the progress and outcomes of disadvantaged pupils, fostering high expectations of their capabilities.
- Collaborate closely with families and external agencies to support pupils holistically.
- Monitor and evaluate the impact of key interventions with rigour, making evidence-based adjustments where necessary.

Challenges

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

Challenge number	Detail of challenge
1	Teacher observations, summative assessments, and pupil voice feedback have identified a notable disparity in oracy skills between disadvantaged and non-disadvantaged pupils. This gap is particularly evident in pupils' confidence when articulating their ideas and in their ability to retain and express key knowledge across the curriculum.
2	Internal assessments, teacher observations, and formative evaluations have identified a gap in **reading** attainment between disadvantaged and non-disadvantaged pupils. This disparity is further exacerbated among pupils who have limited access to reading opportunities at home, particularly those who are not regularly engaging with reading for pleasure.
3	Internal assessments, teacher observations, and formative evaluations have identified an attainment gap in **maths** between disadvantaged and non-disadvantaged pupils. This disparity is further exacerbated among pupils who do not access TTRS, home learning or CGP revision books.
4	Analysis of pupil voice, attendance registers, and Arbor data reveals a significant disparity in participation in extracurricular activities—such as clubs and educational visits—between disadvantaged and non-disadvantaged pupils. This underrepresentation highlights a barrier to equitable access to enrichment opportunities that support personal development and wider curriculum engagement.
5	Analysis of attendance and punctuality data indicates that disadvantaged pupils at our school have lower rates of attendance and punctuality compared to their non-disadvantaged peers. This results in a significant loss of learning time, which can adversely affect academic progress and overall engagement with the curriculum.
6	Internal assessments, teacher observations, reported end of KS2 data and formative evaluations have identified a gap in **writing** attainment between disadvantaged and non-disadvantaged pupils. This disparity is further exacerbated among pupils who have a lower reading ability compared to non-disadvantaged pupils.

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
1. Improving attainment, confidence and retention of knowledge through the use of oracy 1.1 **Curriculum-Embedded Oracy Opportunities** Ensure pupils are consistently exposed to a broad range of oracy opportunities across the curriculum, enabling them to develop their speaking and listening skills in varied contexts. 1.2 **Enhanced Confidence and Engagement** Support pupils in building confidence to articulate responses and engage more fully in learning activities, as a result of structured oracy experiences. 1.3 **Structured Debate and Pupil Voice** Provide opportunities for pupils to use oracy to explore and debate topical issues, including participation in initiatives such as Votes for Schools, to strengthen critical thinking and communication. 1.4 **Impact on Academic Outcomes** Leverage increased confidence and proficiency in oracy to drive improvements in overall attainment, recognising the link between verbal reasoning and academic success.	• All pupils are supported to develop confidence in spoken communication through regular opportunities embedded across the curriculum. • Pupils build confidence in responding to questions and articulating their thinking in a range of classroom contexts. • Structured debate formats are used to enable pupils to engage in reasoned discussion and develop persuasive speaking skills. • The Votes for Schools programme is implemented consistently across all year groups to promote pupil voice and critical thinking. • Pupil Premium pupils are actively represented within the school's debating squad, ensuring inclusive access to enrichment opportunities. • Pupils are empowered to use their own voice with confidence, fostering self-expression and active participation in school life.
2. Reducing the attainment gap in reading 2.1 **Close the Attainment Gap in Reading** Reduce the attainment gap in reading between pupils eligible for Pupil Premium (currently 5%) and the non-Pupil Premium national outcomes, aiming to bring outcomes in line with the national average for pupils achieving the expected standard the end of Key Stage	• Increase the percentage of disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check through targeted support and early intervention. • Foster a love of reading among all Pupil Premium pupils by implementing a range of tailored strategies, including access to high-

2.2 Secure Strong Phonics Outcomes Ensure that phonics outcomes at the end of Key Stage 1 meet or exceed national averages, reflecting strong early reading foundations for all pupils. **2.3 Foster a Love of Reading** Promote a culture of reading for pleasure across the school, evidenced through learning walks, pupil voice, and triangulated assessment, demonstrating high levels of engagement and enthusiasm for reading among all pupils.	quality texts, author engagement, and reading enrichment activities. • Ensure all pupils have access to a personal reading journal to encourage reflection, track progress, and promote independent reading habits. • Narrow the attainment gap in reading between disadvantaged and non-disadvantaged pupils, as evidenced by improved outcomes in end-of-Key Stage 2 reading assessments. • Utilise dedicated reading areas across the school to create inviting and purposeful spaces that inspire reading for pleasure and support literacy development.
3. Reducing the attainment gap in mathematics **3.1 Close the Attainment Gap** Reduce the attainment gap in mathematics {currently 9%) with the national average for pupils achieving the expected standard by the end of Key Stage 2. **3.2 Raise Standards at Expected Level** Increase the proportion of all pupils achieving age-related expectations in mathematics at the end of Key Stage 2 assessments, ensuring consistent progress across cohorts. **3.3 Increase Greater Depth Attainment** Improve the percentage of pupils attaining the greater depth standard in mathematics, as measured through summative assessments, with a focus on extending high-attaining learners.	• Enhancing Quality First Teaching (QFT) through targeted instructional coaching focused specifically on mathematics pedagogy. • Delivering professional development on effective learning behaviours to strengthen classroom practice and pupil engagement. • Developing robust scaffolding strategies to ensure all pupils, regardless of ability, can access and succeed in mathematical learning. • Implementing small-group interventions for identified pupils requiring additional support to accelerate progress. • Promoting engagement with Times Table Rockstars to improve fluency and increase performance in the Year 4 Multiplication Tables Check (MTC). • Providing staff with continuing professional development (CPD) on the effective use of manipulatives to deepen conceptual understanding. • Reducing the cost of CGP revision books to increase accessibility for disadvantaged families. • Embedding the 'Mastering Number' programme in Key Stage 1 to strengthen early number sense. • Introducing a 'Mastering Number' approach to mathematics in Year 3 to

	ensure continuity and depth in mathematical learning.
4. Improved access and uptake in extra curricular activities **4.1 Equitable Access to Enrichment Opportunities** Provide a diverse range of educational visits, guest speakers, and enrichment experiences that may otherwise be inaccessible to disadvantaged pupils, supported through financial subsidies to ensure full participation. **4.2 Enhancement of Cultural Awareness and Learning** Enrich the curriculum by embedding experiences that broaden pupils' cultural horizons, deepen their understanding of the world, and contribute meaningfully to their personal development and cultural capital. **4.3 Access to Musical Education** Ensure disadvantaged pupils have the opportunity to learn a musical instrument, fostering creativity, discipline, and self-expression while promoting inclusion in the arts. **4.4 Access to Curriculum-Aligned Residentials** Provide disadvantaged pupils with the opportunity to participate in exciting, curriculum-aligned residential experiences that enrich learning, promote independence, and support personal development beyond the classroom.	• A broad and inclusive programme of subsidised educational visits, guest speakers, and enrichment experiences is offered throughout the year. All pupils eligible for Pupil Premium are expected and supported to attend, with a standard 33% discount applied and additional financial assistance available where needed. • Improvements in pupils' knowledge, vocabulary, and cultural capital are evidenced through pupil voice and engagement across the curriculum. • All Year 3 pupils, including those eligible for Pupil Premium, are actively encouraged and supported to learn a musical instrument through a fully funded whole-school programme. • Pupil Premium-specific clubs are delivered free of charge throughout the academic year, ensuring equitable access to extracurricular opportunities. • Fully funded learning trips are offered exclusively for Pupil Premium pupils to enhance curriculum engagement and personal development. • A fully funded visit to the Halle Orchestra is provided for the Pupil Premium cohort, enriching their exposure to the arts and live performance • Residential experiences at Kingswood (Year 4) and Scarborough (Year 6) are offered at a discounted rate for Pupil Premium pupils to promote independence, teamwork, and curriculum-linked learning. • All pupils, including those eligible for Pupil Premium, are invited to attend fully funded pantomime trips to support cultural enrichment and enjoyment of the performing arts.
5. Attendance To address lower attendance and punctuality rates among disadvantaged pupils, Carfield Primary School has implemented a multi-faceted approach aimed at reducing lost	• Strengthening partnerships with families and external agencies through the Home School Link Worker and the Attendance and

learning time and promoting positive engagement with school life. Key measures include: **5.1 Targeted Support for Persistent Absentees and Late Arrivals** Provide tailored support to children and families who are persistently absent or regularly late, with the aim of improving overall attendance and punctuality through collaborative interventions and engagement. **5.2 Sustained Attendance for All Pupils** Achieve and maintain improved attendance across the school, with a particular focus on disadvantaged pupils, ensuring consistent access to learning and minimising lost educational time.	Inclusion Team to support improved attendance. • Supporting families with timely arrival through initiatives such as morning meet-and-greet sessions, engaging pre-school activities, and subsidised access to the breakfast club. • Promoting wellbeing and positive attitudes towards school attendance through targeted initiatives led by the Pupil Wellbeing Committee, with a focus on nurturing relationships and emotional resilience. • Offering a universal free breakfast scheme to ensure all pupils have the opportunity to start the day with a nutritious meal, removing barriers linked to hunger and readiness to learn. • Providing access to a structured early morning group for identified pupils to facilitate a calm and positive transition from home to school.
6.1 Reducing the Attainment Gap at the End of Key Stage 2 in writing and EGPS Current performance data indicates a 16% attainment gap in age-related expectations at the end of Key Stage 2 writing and 22% in the end of KS2 EGPS assessment when compared with the national average. The aim is to narrow this disparity through targeted, evidence-informed strategies. **6.2 Strengthening Vocabulary and Oracy** Explicit vocabulary instruction will be enhanced through a range of structured classroom approaches and targeted interventions. These will ensure that pupils eligible for Pupil Premium funding are consistently exposed to rich, ambitious vocabulary and high-quality opportunities for structured dialogue, aligned with the school's wider oracy strategy. **6.3 Developing Effective Home-Based Writing Support** A suite of home-learning strategies will be implemented to support pupils and parents in developing confidence and enjoyment in	• Pre-teach key words before lessons so disadvantaged pupils aren't playing catch-up. • Structured talk routines: sentence stems, talk partners, and oral rehearsal before writing – linked closely to oracy strand. • Rich texts and language exposure: ensure disadvantaged pupils encounter ambitious vocabulary daily. Word of the day, Tier 3 vocabulary for wider curriculum and modelled aspirational vocabulary. • Simple, accessible home writing tasks: not dependent on parental literacy. • Family workshops: model how to support writing at home. • Reading for pleasure culture: the strongest long-term predictor of writing success – linked to the reading strand. • A use of success criteria, modelled writes, slow writes, word banks, widget word banks, STEM sentences and mini whiteboard strategies within writing lessons.

writing. This will include resources and guidance designed to foster positive writing habits and strengthen parental engagement. **6.4 Ensuring High-Quality First Teaching** High-quality classroom practice will be prioritised through the use of effective scaffolds and instructional supports that enable all pupils to produce cohesive, well-structured writing. This includes secure application of age-related spelling, punctuation, and grammar (EGPS) expectations.	• Implementation of SPaG elements within each lesson, focusing on a deeper understanding of use and application. This will include retrieval questions, dictated sentences and structured medium term plans highlighting the SPG element for each scheme of work.

Activity in this academic year

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: £ *[106,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff will engage in targeted Continuing Professional Development (CPD) focused on embedding oracy opportunities across the curriculum. As part of this initiative, staff will participate in peer observations to explore a range of effective oracy teaching techniques and collaboratively share best practices to enhance classroom delivery.	The EEF suggest there is strong evidence that enhancing oracy opportunities in the classroom can have an accelerated progress of 6 months learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,5, 6
Embedding dialogic activities across the	There is a strong evidence base that suggests oral language interventions, including dialogic	1,2,3,6

school curriculum with a focus on vocabulary and vocabulary in action.	activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/news /vocabulary-in-action-poster-a-tool-for-teachers	
We are committed to enhancing the quality of mathematics teaching and curriculum planning in alignment with guidance from the Department for Education (DfE) and the Education Endowment Foundation (EEF). To support this objective, we will allocate funding to facilitate teacher release time, enabling staff to embed key elements of the recommended practice within the school. This will also provide access to Maths Hub resources and targeted Continuing Professional Development (CPD), including participation in the Teaching for Mastery programme	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Staff will receive targeted coaching to design and deliver bespoke extracurricular activities specifically aimed at engaging disadvantaged pupils. To ensure relevance and impact, pupil and parent feedback will be actively sought and used to inform the selection and development of appropriate activities.	According to the Education Endowment Foundation (EEF), there is evidence to suggest that participation in extracurricular clubs can contribute to improved academic attainment. In addition to academic benefits, such activities have also been shown to positively influence pupil attendance and wellbeing, particularly for those from disadvantaged backgrounds. As such, we will continue to invest in and promote access to high-quality extracurricular opportunities as part of our broader strategy to support holistic pupil development https://educationendowmentfoundation.org.uk/ education-evidence/teaching-learning-toolkit/physical-activity	4,5

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

Budgeted cost: £ *[75,400]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide one-to-one and small group tuition for pupils identified as requiring additional academic support. This provision will be delivered in addition to, and closely aligned with, regular classroom teaching to ensure continuity and reinforcement of learning. The implementation of tutoring will be guided by the Department for Education's (DfE) recommendations, ensuring that best practice is followed and impact is maximized.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1,2,3,6
We will implement targeted reading catch-up strategies, including Precision Teaching and the Word Aware programme at Key Stage 1, to support pupils who have not met the expected phonics standard.	Phonics-based approaches are underpinned by a robust evidence base demonstrating a significant positive impact on pupil attainment, particularly for those from disadvantaged backgrounds. Targeted phonics interventions are most effective when delivered through consistent, structured sessions over a sustained period—typically up to 12 weeks—enabling pupils to make accelerated progress in early reading skills Phonics | Teaching and Learning Toolkit | EEF	2,5,6

These interventions are designed to accelerate progress in early reading skills and enable identified pupils to close the attainment gap effectively		
We will implement targeted interventions to support pupils working at greater depth, with a particular focus on those identified as disadvantaged. These interventions will include the use of platforms such as Mathletics and the provision of advanced writing enrichment days. The aim is to ensure that pupils achieving Greater Depth Standard (GDS) are appropriately challenged and enabled to fulfil their academic potential	Evidence indicates that a well-designed Pupil Premium strategy must address the needs of all learners, not solely those working below age-related expectations. It is therefore essential to ensure that pupils working at Age-Related Expectations (ARE) and those achieving Greater Depth Standard (GDS), particularly those from disadvantaged backgrounds, are appropriately supported and challenged to reach their full potential. https://educationendowmentfoundation.org.uk/using-pupil-premium	1,2,3,5,6

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

Budgeted cost: £ *[25,185]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will embed the principles of effective	The Department for Education's guidance *Working Together to Improve School Attendance* has been shaped through extensive engagement with schools that	5

practice outlined in the Department for Education's guidance *Working Together to Improve School Attendance*. This will include allocating funding for staff training and release time to develop and implement revised attendance procedures. Additionally, we will appoint attendance and pastoral support officers to provide targeted intervention and improve overall attendance rates, particularly among disadvantaged pupils	have successfully reduced overall absence and persistent absenteeism. This evidence-informed approach provides a framework for implementing effective attendance strategies that are proven to deliver measurable improvements, particularly for disadvantaged pupils. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	
The Children's University programme will be expanded during the 2025–2026 academic year to increase pupil participation in extracurricular clubs and	The Children's University initiative promotes engagement in a diverse range of enrichment activities, fostering personal development and broadening horizons beyond the classroom. As part of our strategy, these opportunities will be strategically targeted at pupils from disadvantaged backgrounds to ensure equitable access and to support their academic, social, and emotional growth. https://www.childrensuniversity.co.uk/universities/sheffield-childrens-university/	4,5

enrichment activities. A significant proportion of these opportunities will be subsidised or fully funded to ensure equitable access for disadvantaged pupils, supporting their personal development, engagement, and broader educational outcomes.		
We will offer a range of breakfast club options and wraparound care at a subsidised rate to promote a consistent and regulated start to the school day. These provisions are designed to support disadvantaged pupils by improving punctuality, readiness to learn, and overall wellbeing, while also providing families with accessible and affordable childcare solutions	Both the Department for Education (DfE) and the Education Endowment Foundation (EEF) highlight that accessible wraparound care can contribute to improved school attendance. By offering structured before- and after-school provision, schools can help establish consistent routines, reduce barriers to punctuality, and support the broader wellbeing of disadvantaged pupils https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://www.gov.uk/government/publications/breakfast-clubs-early-adopter-guidance-for-schools-and-trusts-in-england/breakfast-clubs-early-adopter-guidance-for-schools-and-trusts-in-england	5

We will provide discounted educational visits and fully funded cultural capital experiences to ensure that disadvantaged pupils have equitable access to enrichment opportunities beyond the classroom. These experiences are designed to broaden horizons, deepen curriculum understanding, and enhance pupils' social and cultural development.	The Department for Education (DfE) acknowledges that providing financial support for educational visits and extracurricular clubs can significantly increase participation rates among disadvantaged families. By reducing financial barriers, schools can ensure equitable access to enrichment opportunities that contribute to pupils' academic engagement, personal development, and overall wellbeing. https://www.gov.uk/government/publications/pupil-premium/pupil-premium	4

Total budgeted cost: £ *[£ 207,185]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have conducted a comprehensive analysis of the performance of our disadvantaged pupils over the previous academic year. This evaluation draws on national assessment data alongside our own internal summative and formative assessments. The insights gained have informed the development of targeted strategies and interventions aimed at closing attainment gaps and supporting sustained progress for disadvantaged learners.

Year 6 end of KS2 pupil premium comparison to National 24-25 end of KS2 assessments (non-disadvantaged)

Year group	Reading		Writing		Maths		EGPS	
Year 6	EXS 76%	Nat 81%	EXS 62%	Nat 78%	EXS 71%	Nat 81%	EXS 57%	Nat 79%

A strong emphasis on enrichment and the development of cultural capital for disadvantaged pupils remains a key strength of our provision. In 2024–2025, 83% of disadvantaged pupils participated in at least one extracurricular club or bespoke pupil premium trip. Analysis of attendance data from the Year 6 residential trip revealed that 75% of pupils who did not participate were from the disadvantaged cohort. In response, we have revised the format and destination of the 2026 residential to better meet the needs and preferences of our Pupil Premium pupils. This strategic change aims to increase uptake and ensure that more disadvantaged pupils benefit from the cultural, social, and personal development opportunities such experiences provide.

Attendance initiatives have continued to yield positive outcomes, with year-on-year improvements in the attendance of pupils identified as disadvantaged. Despite this progress, a significant gap remains between the attendance rates of disadvantaged pupils and their non-disadvantaged peers. This highlights the need for sustained and targeted intervention to address underlying barriers and ensure equitable access to education.

Vulnerable group analysis						
	Overall Absence		Authorised Absence		Persistent Absence (i.e. 10%+ sessions missed)	
Group	Last year	This year so far	Last year	This year so far	Last year	This year so far
Pupil premium grant (PPG)	7.9	7.3	4.7	4	25.7	20.4

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
Phonics	RWI

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.