

Pupil premium strategy statement

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 in the last academic year.

School overview

*based on October 2023 census

Detail	Data
Number of pupils in school	339*
Proportion (%) of pupil premium eligible pupils	166* - 56.2%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Helen McGovern (Headteacher)
Governor / Trustee lead	Huw Margetts (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,680
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£245,680

Part A: Pupil premium strategy plan

Statement of intent

We believe in an inclusive and creative curriculum which develops a life-long love of learning and celebrates equality and diversity. We pride ourselves on all pupils having a voice. Pupils feel listened to, valued, respected and empowered. We focus on high quality teaching and learning, which centres on providing our pupils with the skills and knowledge to live safe, healthy and fulfilling lives.

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal through high quality teaching, narrowing any attainment gaps and providing targeted interventions for pupils at risk of underachievement. Pastoral and mentoring programmes support pupils, alongside family support, for those in challenging circumstances.

All pupils, including those eligible for pupil premium, are encouraged to aspire and achieve, to become independent, positive learners through an ambitious curriculum alongside a wide range of cultural capital opportunities captured in our school passport – 50+ things to do before you leave Carterhatch Junior School.

Challenges

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

Challenge number	Detail of challenge
1	Very high % of pupils entering Year 3 and mid-year, with very low language, communication and literacy (phonics, reading and writing) skills. There is a downward trend in the % of pupils working at age-related expectations when they enter in Year 3.
2	The pandemic closures impacted significantly on disadvantaged pupils compared to non-disadvantaged pupils; leading to gaps in their knowledge, making them at risk of underachievement.
3	Family circumstances impact on pupils' mental health, emotional wellbeing and learning
4	Our school is ranked as one of the most deprived wards in England. Social and economic deprivation impacts on families depriving them of the opportunities and experiences their non-pupil premium peers enjoy, e.g. private tutors, homework resources, revision toolkits; lack of space at home to study, school logo/non-logo uniform, visits to galleries, museums, holidays abroad etc

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
Promote good progress and outcomes by adapting teaching to respond to the strengths and needs of all pupils in Maths and English	<ul style="list-style-type: none"> ▪ Evidence of good progress and outcomes across the school and end of KS2 outcomes
Ensure that pupils at the early stages of reading gain phonics knowledge and language comprehension through an embedded and rigorous phonics programme	<ul style="list-style-type: none"> ▪ Evidence of accelerated progress from pupils' starting points ▪ KS2 reading outcomes demonstrate that disadvantaged pupils are in line with their in-school/national peers
Improve oral language skills and vocabulary	<ul style="list-style-type: none"> ▪ Evidence of improved oral language and vocabulary ▪ Pupils are more confident and articulate in class
Family and Pastoral Support Officer works closely with staff and parents/carers to support pupils in school	<ul style="list-style-type: none"> ▪ Positive constructive relationships with families are formed ▪ Pupils are supported in their learning and make at least good progress
Pastoral and mentoring programmes improve pupils' wellbeing	<ul style="list-style-type: none"> ▪ Evidence, including pupil/parent surveys demonstrate that pupils are supported emotionally and mentally
Ensure pupils have access to a broad and ambitious curriculum which offers access to a wide range of cultural experiences and opportunities	<ul style="list-style-type: none"> ▪ The school's passport records the experiences provided from Years 3-6 and pupils are encourage to develop interests and hobbies ▪ SATS book camp and other subscriptions are regularly used by pupils to support their home learning and revision ▪ The Brilliant University Club outcomes are positive

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: £84,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD including team-teaching/ modelling for staff on Quality First Teaching with focus on adaptations and phonics teaching	EEF Guide to the Pupil Premium Ofsted Report on the effective use of Pupil Premium EEF Guidance Report: Making best use of Teaching Assistants Early Career Framework https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ http://www.curee.co.uk/node/5201	1 & 2

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

Budgeted cost: £45,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targetted phonics lessons delivered by highly trained staff	Phonics/Toolkit Strand/Education Endowment Foundation/EEF	1 & 2
Targetted speech and language interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Small group maths tutoring after school club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Brilliant Club university access programme	Impact statement EEF impact statement	4

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

Budgeted cost: £115,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family and Pastoral Support Officer works closely with families	EEF Impact statement EEF Impact statement - parents	3 & 4
Relaunch CALMA and other new wellbeing/therapeutic programmes through development of Wellbeing Staff Team	EEF Impact statement	3 & 4
Music and drama specialists leads arts projects and events	EEF Impact statement	1, 3 & 4
Access to a wide range of cultural experiences and opportunities including after school clubs, free homework subscriptions etc	EEF Impact statement Sir Kevan Collins, Chief Executive of EEF reports that all pupils “including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education”. EEF Impact statement	4

Part B: Review of the previous academic year 2023-24

Outcomes for disadvantaged pupils

- Very positive end of KS2 outcomes and progress sustained, with significant increase in the % of disadvantaged meeting the expected standard in RWM combined – 63% in 2022-2023 increasing to 72% in 2023-24
- Disadvantaged pupils’ attainment at the expected standard in RWM combined was in line with their in-school non-disadvantaged pupils
- In reading there was a significant increase in disadvantaged pupils meeting the expected standard in Reading – 67% in 2022-23 increasing to 81% in 2023-24
- Our pupils have continued to out-perform their national disadvantaged peers. In 2024 nationally, only 45% met the expected standard and 3% were working at the higher standard.
- National - all pupils who met the expected standard: 74% in reading, 73% in maths, 72% in writing and 61% in RWM combined.

National data	Reading		Writing		Maths		Combined	
In-school Dis/Non-Dis	Dis	NKD*	Dis	NKD	Dis	NKD	Dis	NKD
Expected Standard	81% 62%	76% 79%	81% 58%	88% 78%	86% 59%	95% 79%	72% 45%	73% 67%
Higher standard	22% 17%	34% 34%	22% 7%	29% 16%	22% 13%	41% 29%	3% 3%	22% 10%

*Not known to be disadvantaged