

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Carden Nursery and Primary School
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date this statement was updated	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Laura Sibley Acting Head teacher
Pupil premium lead	Rick McEwen KS2 Lead
Governor	Linda Newman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,160
Recovery premium funding allocation this academic year	£49424
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	£226584

# 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good or better progress for those who are already high attainers.

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

As a school we recognise that the most significant impact on pupil attainment and closing the gap is to ensure that all children have access to High Quality teaching and learning with a particular emphasis on effective feedback and the promotion of key learning skills/behaviours and core values through the use of our school learning journey. We also recognise the importance of early intervention and of children being emotionally ready for learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most 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.

This strategy underpins our overall school improvement plan in identifying the challenges our pupils face and implementing improvements to help overcome these.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we:

- 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>Oral Language Skills and Vocabulary</p> <p>As a school we have identified through our EYFS assessments that underdeveloped oral language skills and vocabulary gaps exist among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Phonics and Reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Internal and external assessments indicate that phonics / reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>In Y1 Phonics screening in the last year June 2022, between 38% of our disadvantaged pupils arrive below age-related expectations compared to 13% of other pupils. This gap remains steady to the end of KS2.</p>
3	<p>Writing</p> <p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 94.5% - 100% of our disadvantaged pupils arrive below age-related expectations compared to 92.5 – 94.4% of other pupils.</p>
4	<p>Maths</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last X years, between 94.5% - 100% of our disadvantaged pupils arrive below age-related expectations compared to 92.6% – 94.4% of other pupils.</p>
5	<p>Well Being</p> <p>Our assessments (including wellbeing / SWASS survey/ SDQs/ Boxall profiles), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to socio-economic pressures at</p>

	<p>home and lack of enrichment opportunities during school closure.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher / Family referrals for support increased during the pandemic and have continued due to the current financial crisis.</p> <p>41 pupils (31 of whom are disadvantaged) currently require additional support with social and emotional needs in 1:1 and small-group support. This includes counselling, play therapy and learning mentor support.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2 - 6% lower than for non-disadvantaged pupils.</p> <p>5 - 11% of disadvantaged pupils have been 'persistently absent' compared to 3 - 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Improved phonics / reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard (2021-2022 = 65%). The national average was 62%.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard (2021-2022 = 38%). The national average was 56%.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard (2021-2022 = 50%). The national average was 55%
To achieve and sustain improved wellbeing for	Sustained high levels of wellbeing from

<p>all pupils in our school, particularly our disadvantaged pupils.</p>	<p>2024/25 demonstrated by:</p> <p>qualitative data from pupil voice, pupil and parent surveys and teacher observations</p> <ul style="list-style-type: none"> <li>• a reduction in the number of disadvantaged pupils' needing high level support</li> <li>• a reduction in the number of referrals for wellbeing / mental health support</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 1.5% lower than their peers.</li> </ul>

### 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: £49424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>School has purchased training and resources for the Sounds Write phonics approach to be used to ensure stronger phonics teaching across the school.</p> <p>Programme developed in EYFS and KS1 during 2021 - 2022 and then to extend to Key Stage 2 2022 – 2025.</p>	<p>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:</p>	<p>1 and 2</p>
<p>School has purchased resources and staff training to</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1, 2 and 3</p>

<p>continue the development of Talk for Reading / Writing as a whole school approach. This includes INSET days / SLT development days and regular CPD sessions with key staff. This is led by T4W lead advisor. School has a lead TFW teacher in school who leads staff training and supports other teachers with planning.</p> <p>2022 – 2023 – New subject leaders for Literacy – additional support to develop T4W knowledge / skills to maintain the current good practice.</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>School are part of the primary Maths hub / LA training.</p> <p>2021- 2022 the whole school maths focus is to continue to consolidate mastery of maths.</p>	<p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>4</p>

<p>Introduce tables booklets and number sense work across the school.</p> <p>2022 – 2023 – Continue to consolidate tables booklets and number sense work in Key Stage 1 and further mastery of maths.</p>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £28,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As a school we focus on Early Intervention for all children with a particular focus on those receiving pupil premium, disadvantaged, children working below expected end of year levels or children making little progress.</p> <p><b>Fischer Family Trust Wave 3 (FFT Wave 3)</b> is an early intervention for children in Year 1 /2 who have difficulties learning to read and write. It is based on the pedagogy</p>	<p>We use a range of interventions which include recognised and evaluated one to one (Wave 3) and small group (Wave 2) interventions.</p> <p>The FFT Wave 3 programme has been recognised as an effective approach to boosting children's education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,4.</p>



<p>and practice of Reading Recovery. reading and writing.</p> <p><b>First class at number 1 and 2</b></p> <p>This is an intervention that is run in a small group three times a week (for 12- 15 weeks) in addition to their normal mathematics lesson.</p>		
<p>Weekly access to a specialist Literacy teacher so that children with specific Literacy needs can be assessed. Bespoke programmes developed and staff trained appropriately to implement strategies within the context of ongoing classroom learning.</p>	<p>Evidence from termly reports. Annual assessment data covering reading and spelling improvements.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2 and 3</p>

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

Budgeted cost: £148,724

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Mentors provided highly personalised behaviour and emotional health and well-being support to pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>5</p>

<p>across the school from Nursery to Year 6. All mentors work 1:1 with targeted pupils, run groups, support in class or on the playground, meet parents, run lunchtime club, support breakfast club and work closely with teaching staff.</p>		
<p>School Counsellor provides 1:1 counselling sessions for children Y2-6</p> <p>Play therapist provides 1:1 play therapy sessions for children R – Y3</p>	<p>School counsellor - Annual evaluation report. Parent, teacher and child feedback questionnaire responses.</p> <p>Impacts and Outcomes are measured in the following areas:</p> <ul style="list-style-type: none"> <li>• Engagement with learning</li> <li>• School behaviour</li> <li>• Self-esteem</li> <li>• Emotional well being</li> </ul> <p>Play therapist – SDQ assessments at start and end + parent meetings. Individual play therapy report at end of sessions.</p>	5
<p>Independent Attendance Advisor/Education Welfare Services to support school in monitoring attendance, parent meetings and legal duties.</p>	<p>Attendance data.</p>	5
<p>Contingency fund for acute issues, including provision of enhancement activities</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £226584**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### 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)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*