

Pupil premium strategy statement – Carville 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.

Last Updated: 21st November 2024

School overview

Detail	Data
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	75%
Academic years this pupil premium strategy covers	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Allan Qualters
Governor / Trustee lead	Joe Shimwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,120
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£180,120

Part A: Pupil premium strategy plan

Statement of intent

At Carville Primary School, our aim is to ensure that every pupil, regardless of their background or personal circumstances, has access to high-quality education and opportunities to succeed and thrive. We are committed to addressing educational inequality and closing the attainment gap between disadvantaged pupils and their peers through the effective and strategic use of Pupil Premium funding.

Our strategy is centred on the following key objectives:

Improving Academic Outcomes: We aim to raise the attainment and progress of disadvantaged pupils by providing targeted support, evidence-based interventions, and high-quality teaching. We will closely monitor pupil progress and tailor our support to meet the specific needs of individuals and groups. We are committed to narrowing the attainment gap for our disadvantaged pupils.

Promoting Social, Emotional, and Mental Wellbeing: We recognize the importance of supporting the holistic development of our pupils. Our strategy includes providing access to counselling services, social skills programs, and mental health support to ensure pupils are emotionally and mentally ready to engage in their learning.

Enhancing Engagement and Attendance: We strive to increase pupil attendance and engagement by addressing barriers such as attendance difficulties, lack of motivation, or external challenges that may affect learning. We will work closely with families and external agencies to support pupils' regular attendance and active participation in school life.

Enriching the Curriculum and Learning Experiences: To provide disadvantaged pupils with a well-rounded education, we will offer a range of enrichment activities, such as extracurricular clubs, trips, and cultural experiences, to broaden horizons and enhance pupils' skills, confidence, and aspirations.

Monitoring and Evaluation

We are committed to the continuous evaluation of our Pupil Premium strategy to ensure it has a positive impact on pupil outcomes. Regular assessments, data analysis, and feedback from pupils, staff, and parents will inform our practice and allow us to make adjustments where needed.

Our overarching goal is to create a nurturing, inclusive, and aspirational environment where every pupil, particularly those eligible for Pupil Premium, has the opportunity to succeed, achieve their full potential, and leave our school with the skills, knowledge, and confidence needed for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	The school's context of deprivation: There are a large number of families in our school facing social and economic deprivation. A large majority of the children not in receipt of pupil premium are 'just about managing' and face significant financial pressures.
2	Social, emotional and mental health needs and adverse child hood experiences: There are a large number of families who have historically been or are currently supported through social care and intensive family support. Some children face significant challenges in their lives.
3	Attainment on entry: All children enter our nursery or reception class with knowledge and skills below those expected for their age, many significantly below.
4	Narrowing the attainment gap across Reading, Writing, Maths and Science
5	Stability: Carville Primary School has a stability which is significantly lower than national average. This means a much higher rate of pupils entering / leaving the school throughout the year.
6	Attendance and Punctuality: Attendance levels for disadvantaged children are low. Persistently Absent levels are high.
7	Enrichment and wider curriculum: Some children do not have access or opportunity for cultural enrichment experiences. Some do not participate in regular sports activities or have healthy diets.
8	Some pupils have very low expectations of themselves. This needs to change, with children recognising strengths, in order to respond to the school's high expectations, and this needs constant reinforcement and encouragement. Some families need support so that they are able to raise their expectations for their children and this may require targeted intervention and support.

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
To improve the quality of teaching and education to improve outcomes for children.	The school's curriculum will be fully embedded. Quality of teaching is at least good. Children will make better than expected progress across all areas of the

	curriculum and end of Key Stage outcomes will be closer to the national average.
To raise attainment and progress in reading writing and maths.	Children will make better than expected progress in all areas. End of KS outcomes will be closer to the national average.
To increase overall school attendance and reduce persistent absence rates.	School attendance and persistent absence rates will be closer to the national average
To improve health and well-being.	There is increased capacity in the school's pastoral team to support vulnerable children and families.
To raise children's aspirations through a broader range of experiences	The school will have an embedded personal development curriculum, increasing children's social and cultural exposure.

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: £ 82,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive regular and high quality feedback on their progress and this is routinely followed up.	Evidence indicates that high quality teaching is the most powerful way for schools to improve attainment, especially for socio-economically disadvantaged children. EEF: Feedback – very high impact, very low cost (+6mths)	3, 4, 5
High quality professional development for all staff so that good or outstanding practice is achieved and maintained across school.	The evidence suggests schools should focus on building teacher knowledge, pedagogical expertise and curriculum development. Supporting continuous and sustained professional development is crucial to developing teacher practice. EEF Effective Professional Development Recommendations Sutton Trust – What makes great teaching? EEF – Guide to improving working memory	3, 4, 5

	<p>EEF – Guide to Pupil Premium</p> <p>EEF: Teaching Assistant interventions – moderate impact, moderate cost (+4mths). Can be improved with good monitoring and effective communication.</p> <p>Cognitive Science Approaches in the Classroom: A Review of the Practice</p>	
<p>Focused Leadership and Management time for Narrowing the Gap and standards, teaching and learning for English and maths leads and SENDCO</p>	<p>EEF: Reading comprehension strategies – very high impact, low cost (+6mths)</p> <p>EEF: Mastery learning – high impact, very low cost (+5mths)</p> <p>EEF – Special Educational Needs in Mainstream Schools:</p>	<p>3, 4, 5, 8</p>
<p>Staffing cost for additional teaching staff in EYFS</p>	<p>EEF: Communication and language approaches – very high impact, very low cost (+6mths)</p> <p>EEF: Self-regulation strategies – high impact, low cost (+5mths)</p> <p>EEF: Play-based learning – high impact, very low cost (+5mths)</p> <p>EEF: Earlier starting age – very high impact, very high cost (+6mths)</p> <p>EEF: Extra hours – moderate impact, high cost (+3mths)</p> <p>EEF: Early literacy approaches – moderate impact, very low cost (+4mths)</p> <p>EEF: Early numeracy approaches – very high impact, very low cost (+6mths)</p>	<p>1,2,3, 8</p>
<p>Mentoring and coaching for teachers to support the implementation of a new systematic, synthetic phonics programme</p>	<p>Mentoring and coaching can be an important source of support, particularly for early career teachers.</p> <p>EEF – the tiered approach to Pupil Premium Spending</p> <p>EEF – Effective mechanisms of professional development</p> <p>The National Institute of Teaching – Mentoring and coaching of teachers</p>	<p>3, 4, 5</p>
<p>Implementation of technology and other resources to support high</p>	<p>Technology can help overcome specific barriers to learning when it is used in a way that is informed by effective pedagogy</p> <p>EEF – Guide to Pupil Premium</p>	<p>3,4, 5</p>

quality teaching (e.g. software that supports diagnostic assessment)	Updates provided on research activity in relation to Educational Technology Using Digital Technology to Improve Learning guidance report	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 52,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
The provision and effective deployment of teaching assistants to support high quality first teaching in classrooms and the delivery of evidence based interventions.	<p>Strategic deployment of teaching assistants is important to ensure that priority pupils are supported. TAs should be fully prepared for their roles in any given lesson or intervention and their input should complement (rather than replace) high quality provision from the class teacher.</p> <p>EEF – Making the best use of Teaching Assistants</p> <p>EEF – Making a Difference with Effective Tutoring</p>	2,3,4,5,6,7,8
Provision and staffing of 'Safe Spaces' available to targeted children throughout the day	NFER – Recovery During a Pandemic	1,2,4,5, 8
Targeted interventions to support language development, literacy and numeracy	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy or numeracy as well as other subject areas.</p> <p>EEF – Teaching and Learning Toolkit</p> <p>EEF – Early Years Toolkit</p> <p>EEF – Promising Programmes</p>	1,2,4,5,8

Target interventions and resources to meet the specific needs of disadvantaged pupils and SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and the use of targeted technology. EEF – Special Educational Needs in Mainstream Schools EEF – Five-a-day	1,2,3, 8
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Learning – interventions including Thrive and Zones of Regulation and therapeutic counselling to support children with a range of skills including emotional regulation and managing grief.	Social and emotional skills support effective learning and are linked to positive outcomes in later life. EEF: Improving Social and Emotional Learning in Primary Schools EEF – Improving Behaviour in Schools EEF – Teaching and Learning Toolkit	1,2,3,4,5,8
Maintain and fully fund the free breakfast club.	Take up of the breakfast club is high despite numbers fluctuating on a daily basis. Attendance is usually 40-50 children a day, a significant proportion of which are PP. DfE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (2017) National School Breakfast Programme	1,2,5,8
Provision of daily breakfast in classrooms for all pupils.	National School Breakfast Programme	1,2,5,8

<p>Fitness and healthy diet activities for identified pupils to engage with sports and improve their health and fitness.</p>	<p>National School Breakfast Programme</p>	<p>1,2,5, 8</p>
<p>Dedicated team supporting school attendance, working with families to reduce persistent absence, lateness and increase overall attendance</p>	<p>Poor attendance in school is linked to poor academic outcomes across all stages.</p> <p>EEF – Supporting school attendance</p> <p>Sutton Trust – Learning in Lockdown</p> <p>DFE – Improving School Attendance</p> <p>DFE – Securing Good Attendance and Reducing Persistent Absence</p>	<p>2, 5,8</p>
<p>Planned opportunities for character development through a bespoke values programme.</p>	<p>DfE: Developing character skills in schools</p> <p>NFER: Leading Character Education in Schools</p>	<p>1,2,6,8</p>
<p>Extra-curricular activities, including sports, outdoor activities, arts and culture</p>	<p>Extra-curricular activities are an important part of education. Evidence suggests they increase engagement with learning</p> <p>EEF – Teaching and Learning Toolkit (arts participation)</p> <p>EEF – Teaching and Learning Toolkit (physical activity)</p>	<p>1,2,3,4, 6, 8</p>
<p>Support pupils who struggle to manage their behaviour including provision of personal intervention programmes.</p>	<p>EEF: Teaching and Learning Toolkit – Learning behaviours</p> <p>EEF: Improving Behaviour in Schools</p>	<p>1,2,3,4, 6,8</p>
<p>To provide additional support to</p>	<p>Senior leaders have increased knowledge and understanding of the Early Help process to support families in need of additional support but who do not</p>	<p>1,2,3,4,5,6,7,8</p>

<p>pupils and their families who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well</p>	<p>meet threshold for statutory support from other services.</p> <p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>EEF: Guide to the pupil premium</p> <p>EEF: Healthy Minds</p> <p>DFE: Promoting and supporting mental health and wellbeing in schools and colleges</p>	
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Total budgeted cost: £ 180,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that there was evidence of improved attainment compared to the previous year:

- At expected standard+ in Maths, Writing, GPS and RWM combined
- At higher standard in Reading, Writing and GPS
- Average scaled scores had improved in Reading, Maths and GPS

However, the gap between disadvantaged pupils at Carville and non-disadvantaged pupils nationally and locally remains similar and the focus needs to remain on closing this gap. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that although overall attendance figures and persistent absence figures have improved for disadvantaged pupils, there remains a gap between disadvantaged and non-disadvantaged in both areas.

The school is in the process of joining the North East Learning Trust (NELT). There has been an ongoing focus on improving the quality of education. The school works regularly with the MHST connect team to develop trauma informed practice and to source additional external support for children with higher SEMH needs. The school has engaged a therapeutic counsellor to work with children requiring higher levels of support.

Behaviour in school has improved. Work continues to be needed to improve behaviour further, but children report feeling safe and there is generally a calm and purposeful environment around school. Where children do become dysregulated, staff are skilled in supporting regulation of behaviour and the environment in school has been adapted to support this.

The senior leadership team has been expanded to include the Maths lead and EYFS lead. This has created additional capacity to deliver quality assurance processes throughout school. The SENDCO has achieved the National Award for SEN Co-ordination. The EYFS lead has received specialist training to develop provision for SEN in the Early Years setting. This has led to an improvement in the early identification of children with SEN. Additional teaching capacity in Early Years has been provided to support catch-up from the earliest age. Core subjects are led by members of the SLT. This includes, SEN, PSHE and RHE, English and Maths. This has ensured these areas remain high priorities across school.

Pupil progress meetings between teaching staff and SLT are timetabled and held on a regular basis. Standardised diagnostic testing equipment is used to analyse gaps in children's learning and inform next steps. Staff have been trained on how to use diagnostic testing. There is an increased understanding of where the gaps are in the core subjects, which has led to leaders having a clear understanding of actions that need to be taken. Impact of actions is evident and articulated well by leaders – especially in maths. There has been a significant improvement of maths outcomes for children in KS1.

The school continues to support pupils' social and emotional development with two fully trained and qualified Thrive practitioners who are teaching assistants. A programme of Thrive intervention is delivered for individuals on a regular basis. Each class has a Thrive assessment for their group to allow for adaptations to meet the needs of each cohort. Behaviour has improved throughout school.

The school's system for mapping intervention provision has been developed. The school has worked with the Local Authority SEND and Inclusion team to develop practice on adaptations and person centred planning and to provide quality assurance on support plans. Targets on support plans are concise and accurate. Interventions that have been designed by external agencies such as dyslexia and speech and language are closely followed and reviewed by staff supported by specialists.

As part of work to develop quality of education, staff have received regular training on strategies to support whole class teaching and the function of the TA. This focus will continue in order to further improve outcomes for children. Strategies that support regulation and communication of emotional needs (Zones of Regulation) is embedded. Behaviour has improved significantly. Behaviour for learning is evident, though further work needs to be done.

The school continues to offer a fully funded breakfast club for anyone wishing to attend. This remains popular and although numbers vary on a daily basis, tends to be around 50 children per morning.

Children continue to receive certificates on a termly basis for 100% attendance, 'excellent' attendance (above 96%) and 'most improved' attendance. The school has been working very closely with the local authority to implement a new authority wide approach to improving attendance. Attendance continues to be led by the deputy and the office administrator.

The school has committed to heavily subsidising the cost of the weekend residential to High Borrans and other visits and visitors are subsidised using the pupil premium funding and through access to other grants. The school offered a programme of extra-curricular activities during the Spring and Summer terms. The school is seeking to widen this offer throughout 2024-25 by using external providers to run extra-curricular clubs. There is

more work to be done to improve the school's extra-curricular offer and in improving its Personal Development offer.

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
MyOn	Renaissance
Accelerated Reader	Renaissance
Commando Joe	NUFC
Timestable Rockstars	Allrollover
Education City	Education City
Purple Mash	2Simple
GL Assessments	GL Assessment
See Hear Respond	Barnados
SCUK Emergency Response Grants	Save the Children UK
Floppy's Phonics	Oxford Owl
Zones of Regulation	Social Thinking
THRIVE	The THRIVE approach
Sonar Curriculum	Juniper Education
MHST	Connect
Launchpad for Literacy	Launchpad for Literacy
Boom Reader	Squirrel Learning
Nelson Handwriting	Oxford university press
White Rose Maths	White rose education
One Spark	Beamish open air museum
Lightning Squad	Success for All Foundation