

# 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.

## School overview

Detail	Data
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	74.8%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rob Harker
Pupil premium lead	Allan Qualters
Governor / Trustee lead	Debbie Redshaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£167,365</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As a school, being supported by the North East Learning Trust (NELT), we are committed to ensuring that every child is empowered to achieve their best, every single day. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils, especially those from disadvantaged backgrounds, to thrive academically, socially, and emotionally.

We are committed to ensure that every pupil, regardless of their background or personal circumstances, has access to high-quality education and opportunities to achieve, belong and thrive. We believe that disadvantage should never limit aspiration, achievement or belonging, and we use pupil premium funding strategically to remove identified barriers to learning and participation.

The current pupil premium strategy takes into account the school's challenging context and through the evaluation of previous strategies and their impact. Funding is targeted to where it will make the greatest difference for disadvantaged pupils, and is, therefore, directed towards strengthening high-quality teaching, early identification and intervention, targeted social, emotional, and mental health (SEMH) support, and enrichment opportunities that strengthen cultural capital. The strategy is underpinned by evidence-based practice, a commitment to equity and inclusion, rigorous monitoring and accountability, and close collaboration with families and external partners. These principles ensure that every pupil is provided with the opportunity to experience excellence every day.

### **Objectives:**

Our overarching objectives for disadvantaged pupils are to secure high academic achievement, ensure full inclusion within all aspects of school life, and foster success through enhanced wellbeing and social-emotional development. The objectives directly address the barriers identified in the challenges section below.

**Achieve:** we aim to raise the attainment and progress of disadvantaged pupils, narrowing the gap so they achieve in line with their peers.

**Belong:** we value pupils as members of the wider school community and ensure they experience a sense of belonging; engaging actively in all aspects of school life, including enrichment activities and leadership roles.

**Thrive:** 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.

**Key Principles:**

- interventions and approaches are chosen based on research and demonstrated effectiveness
- needs are identified early to enable timely intervention and prevent gaps from widening
- high-quality classroom teaching is the foundation for improving outcomes
- every pupil has equitable access to opportunities that enhance cultural capital, spiritual and personal development
- strategies are implemented consistently across the school, with leaders monitoring practice and providing support and challenge where impact is uneven
- strong partnerships with families, external agencies, and staff support holistic development.

Our goal is to create a nurturing, inclusive, and aspirational environment where every pupil has the opportunity to thrive, 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	Disadvantaged pupils currently achieve lower outcomes in reading, writing, and mathematics compared to their non-pupil premium peers, creating an attainment gap.
2	Social, emotional and mental health needs and adverse childhood experiences are prevalent, impacting some pupils' engagement, behaviour and achievement. There are many 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	Many pupils enter our nursery or reception classes with poor school readiness, including limited communication and language skills and underdeveloped motor skills.

4	There are many 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.
5	Attendance levels for disadvantaged children are not as high as we would expect, particularly where those children also have SEND.
6	Outside of school, children do not have access or opportunity for spiritual or cultural enrichment experiences. Many do not participate in regular sports activities or have healthy diets.
7	Some pupils have very low aspirations. They need to recognise their strengths to respond to the school's high expectations, and this needs constant reinforcement and encouragement. Some families benefit from targeted support to help reinforce high expectations.

## 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
Disadvantage pupils make accelerated progress in reading, writing and mathematics and the attainment gap is significantly reduced.	<ul style="list-style-type: none"> <li>High quality teaching enables pupils to know and remember key knowledge from the curriculum.</li> <li>Termly assessment data demonstrates that gaps between Pupil Premium pupils and their peers are narrowing over time in reading, writing, and maths.</li> <li>Pupil premium pupils demonstrate sustained improvement in core subjects, comparable to the progress of non-pupil premium pupils.</li> </ul> <p><i>Evidence: Termly data, moderation, progress meetings.</i>  <i>Responsible: HT, DHT</i>  <i>Challenge and review: IEB and governors scrutinise termly reports</i></p>
Improve school readiness so that pupils have stronger language, communication, and social	<ul style="list-style-type: none"> <li>EYFS profile data indicates improved outcomes in Communication &amp; Language</li> </ul>

<p>skills, enabling them to access the curriculum effectively.</p>	<p>and Personal, Social &amp; Emotional Development compared to previous cohorts.</p> <ul style="list-style-type: none"> <li>• Pupils participating in early intervention programmes demonstrate measurable improvement in language development and social interaction.</li> </ul> <p><i>Evidence: Pre and post intervention assessments, progress against individual targets</i>  <i>Responsible: SENDCo, Early Years Lead</i>  <i>Challenge and review: HT reviewing in pupil progress meeting. IEB and governors scrutinise termly reports</i></p>
<p>To improve the attendance of pupil premium pupils, enabling consistent access to learning.</p>	<ul style="list-style-type: none"> <li>• Overall attendance for pupil premium pupils demonstrates a positive and consistent upward trend over time.</li> <li>• Rates of persistent absence for disadvantaged pupils decrease and move closer to those of their peers.</li> <li>• Termly attendance data demonstrates narrowing gaps between disadvantaged and non-disadvantaged pupils over time.</li> </ul> <p><i>Evidence: Attendance data, tracking and monitoring, interventions</i>  <i>Responsible: HT, DHT</i>  <i>Challenge and review: IEB and governors scrutinise half termly reports</i></p>
<p>Pupils with social, emotional, and mental health needs receive effective support so they can engage positively with learning and make good progress.</p>	<ul style="list-style-type: none"> <li>• Reduction in behaviour incidents and exclusions among disadvantaged pupils with SEMH needs.</li> <li>• Targeted SEMH interventions show measurable impact on engagement and attainment through termly tracking.</li> </ul> <p><i>Evidence: behaviour records, suspension and exclusion records, termly tracking, analysis of data, evidence of external partnership, academic achievement for individuals, stakeholder feedback.</i>  <i>Responsible: SENDCO, HT</i>  <i>Challenge and review: IEB and governors scrutinise termly reports and survey results.</i></p>

<p>To raise pupils' aspirations through increased participation in enrichment activities and wider school life to broaden experiences and develop cultural experiences.</p>	<ul style="list-style-type: none"> <li>• Uptake of enrichment clubs and trips by Pupil Premium pupils increases and is broadly in line with their peers.</li> <li>• Disadvantaged pupils are proportionately represented in leadership roles, performances, and wider school events.</li> <li>• Pupil voice surveys show improved engagement and sense of belonging among disadvantaged pupils.</li> </ul> <p><i>Evidence: Participation records, analysis, targeted / supportive intervention, stakeholder feedback</i></p> <p><i>Responsible: HT, DHT</i></p> <p><i>Challenge and review: IEB and governors scrutinise termly reports and survey results.</i></p>
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## 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: £76,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing professional development for teachers focused on evidence-based strategies for improving reading, writing, and mathematics.	<p>EEF: highlights that high-quality teaching is the most effective lever for improving outcomes for disadvantaged pupils. Strategies such as explicit instruction and metacognitive approaches have strong impact.</p> <p>DFE: Teaching Guidance: The Reading &amp; Writing Frameworks</p>	1,3,4

Quality assurance processes ensure consistently strong classroom practice.	<p>EEF: High-quality teaching is the most significant factor in closing attainment gaps.</p> <p>EEF: Effective professional Development Guidance</p> <p>Ofsted 2024 PD Review</p> <p>Standard for Teachers' Professional Development</p>	1,4,5
Termly diagnostic assessments to identify gaps and inform targeted teaching interventions.	<p>EEF: recommends diagnostic assessment as a key principle for effective Pupil Premium strategies, ensuring teaching is responsive to need.</p> <p>EEF Guidance: Embedding Formative Assessment</p> <p>DfE Early Years SEND Diagnostic Toolkit (2024)</p>	1,3,5
Embed explicit vocabulary teaching and dialogic activities in all lessons.	<p>EEF: Oral language interventions (+6 months) significantly improve literacy and overall attainment.</p> <p>EEF: Vocabulary in Action (2023)</p> <p>EEF Talking the Talk (Apr 2025)</p>	1,3,6,7
Equip staff to embed metacognitive strategies that help pupils know more and remember more by planning, monitoring, and evaluating their learning across subjects.	<p>EEF: Metacognition and self-regulation (+7 months) is one of the most impactful approaches for disadvantaged pupils.</p> <p>DfE: Making Best Use of TAs" &amp; SEND Guidance</p>	1,2,3
Plan lessons that include diverse texts, real-world contexts, and enrichment	EEF: stresses the importance of high-quality teaching and curriculum enrichment for disadvantaged pupils.	1,6,7

opportunities linked to curriculum themes.	DFE: Reading Framework National Literacy Trust – Promoting Diversity through Literacy	
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***Implementation is quality assured through lesson visits, work scrutiny and pupil progress meetings with follow up support provided where practice is inconsistent.***

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

Budgeted cost: £48,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Provide additional sessions for pupils at risk of falling behind, focusing on gaps identified through termly assessments. Identified through diagnostic assessment and pupil progress meetings.	EEF: Small group tuition (+4 months) and 1:1 tuition (+5 months) has strong evidence for accelerating progress.	1,3,5
Provide structured interventions for pupils with high absence to close gaps in reading, writing, and mathematics.	EEF: Small group tuition (+4 months) and 1:1 tuition (+5 months) accelerate progress.	1,5
Implement evidence-based programmes (e.g. Thrive) for pupils with identified SEMH needs.	EEF: Targeted interventions for social and emotional needs improve both wellbeing and attainment when combined with high-quality teaching.	2,7

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

Budgeted cost: £41.932



Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pastoral support to address barriers to attendance, behaviour and engagement, underpinned by clear attendance and behaviour systems.	EEF evidence shows that Social and Emotional Learning (SEL) approaches have an average impact of +4 months progress, particularly for disadvantaged pupils. EEF guidance on Improving Behaviour in Schools highlights that relational approaches are most effective when combined with consistent systems and clear expectations.	2,4,5
Strengthened communication with families to support attendance, routines and engagement with learning.	EEF research on Parental Engagement indicates an average impact of +4 months, with strongest outcomes where communication is focused on learning, routines and expectations. DfE Working Together to Improve School Attendance guidance emphasises regular, supportive communication with families as key to reducing persistent absence.	2,4,6,7
Active promotion and supported access to enrichment activities, including pre-teaching and peer support where needed.	EEF guidance on Wider Strategies highlights that disadvantaged pupils benefit most from enrichment when barriers such as cost, confidence or unfamiliarity are removed. Increased participation supports engagement, motivation and sense of belonging, which indirectly improves attainment.	4,6,7
Provide structured roles (e.g., school council, eco-council) and ensure disadvantaged pupils are proportionately represented.	EEF: Social and emotional learning (+4 months) improves engagement and personal development	6,7

Fully funded breakfast club provision.	The DfE evaluation of Breakfast Clubs in Schools with High Levels of Deprivation found improvements in attendance, punctuality, behaviour and readiness to learn. Addressing basic needs is recognised as a necessary foundation for learning, particularly for disadvantaged pupils.	2,4,5,6,7
Provision of daily breakfast in classroom for all pupils.	Evidence from the National School Breakfast Programme and DfE evaluations shows that in-class breakfast provision supports calm starts to the day, improves concentration and supports attendance and punctuality, particularly for disadvantaged pupils.	2,4,5,6,7

**Total budgeted cost: £167,365**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Implementation and Impact:**

##### **High-quality teaching and professional development**

Pupil Premium funding supported professional development focused on explicit instruction, vocabulary development, diagnostic assessment and metacognitive strategies. Pupil progress and attainment are beginning to show the gap closing as a result of an improving quality of teaching.

##### **Targeted academic support**

Targeted interventions, including small-group and one-to-one support, were provided for pupils at risk of falling behind, alongside structured support for pupils with high absence. Where attendance was secure and interventions were delivered consistently, pupils made progress in closing identified gaps. However, high levels of pupil mobility and persistent absence reduced the impact for some pupils, particularly in Key Stage 2.

##### **SEMH and pastoral support**

Targeted SEMH support, including commissioned counselling, nurture provision, safe spaces and external agency involvement, was valued by pupils and families. For individual pupils, this support improved emotional regulation, engagement and readiness to learn. Despite this, behaviour incidents among disadvantaged pupils remained higher than desired, indicating that targeted support was effective at an individual level..

##### **Attendance and punctuality**

Attendance remained a significant challenge for disadvantaged pupils, particularly those with SEND. Pastoral work and strengthened relationships with families led to improvements for some pupils, and breakfast provision supported punctuality and readiness to learn. However, persistent absence rates remained high overall, reinforcing the importance of continued focus on attendance as a priority for improving outcomes.

##### **Enrichment and aspiration**

Financial support enabled disadvantaged pupils to access trips, clubs and enrichment activities, and participation increased slightly over the year. Some pupils benefited positively from these experiences, developing confidence and engagement. However, disadvantaged pupils remained underrepresented in certain activities, and systems to evaluate the longer-term impact on aspiration and self-belief were underdeveloped. This highlighted the need for more deliberate targeting, preparation and follow-up to ensure enrichment opportunities have sustained impact.

## 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
Accelerated Reader	Renaissance
Commando Joe	NUFC
Timestable Rockstars	Allrollover
Purple Mash	2Simple
Zones of Regulation	Social Thinking
THRIVE	The THRIVE approach
Lightning Squad	Success for All Foundation