

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Carr Hill Primary School
Number of pupils in school	337 (including nursery)
Proportion (%) of pupil premium eligible pupils	119 children funded based on census (35%) Increase of 2% 134 PP children on roll (40%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 24 and published by Dec 31st 2024
Statement authorised by	Sally Alford Head Teacher
Pupil premium lead	Emma Footitt Deputy Head Teacher
Governor / Trustee lead	Anthony Tromans PP lead governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,145
Recovery premium funding allocation this academic year	£18,720
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	£191,865

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 progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, including those who have a social worker and young carers and identify the most appropriate area of support by Maslow's Hierarchy of Needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be 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 will:

- 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>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in pupils falling further behind age-related expectations, especially in writing.</p> <p>Although reading and maths performance returned to pre-covid levels in the majority of year groups, attainment is below that of non-disadvantaged pupils (with some isolating exceptions where they are outperforming their peers).</p>
2	<p>Our assessments, observations and discussions with pupils and families have identified increased social and emotional issues for many pupils partly due to a lack of enrichment opportunities during school closures in addition to a lack of wider experiences accessed at home. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped early language skills. These are evident from Nursery and even more prevalent since COVID19.</p>
4	<p>During lockdowns and partial school closures, our assessments, observations and discussions with pupils and families have identified even greater differences in socio-economic backgrounds at home between disadvantaged and non disadvantaged pupils. Challenges such as a lack of equipment and resources to support children at home in addition to parental engagement. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Although, as monitoring has identified that attendance has increased and persistent absenteeism decreased, we recognised the importance of this continuing to rise and decrease as above as these challenges particularly affect disadvantaged pupils, including their attainment.</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 writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024 show that more than 50% of disadvantaged pupils met the expected standard and 100% make expected progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2023-24 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.
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, book scrutiny and ongoing formative assessment.
To increase parental engagement and resources and support for children at home.	Sustained high levels of engagement and support at home from 2023-24 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.
Improved rates of attendance and decreased rates of persistent absenteeism for our disadvantaged pupils.	Sustained high attendance from 2023-24 demonstrated by: The overall attendance rates for all pupils to be no lower than 96%. The percentage of all pupils who are persistently absent to remain below 15% and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by 5%.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>PP CHAMP teacher and lead. Including TA cover.</u></p> <p>Small group tuition once a week via a Pupil Champion session provided by a teacher rather than TA to ensure the most qualified members of staff are teaching the most vulnerable children.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one:one and in small groups.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3
<p><u>CPD and supply cover for PP champs and parent link. Including supply cover.</u></p> <p>Fund teacher release to access training to strengthen classroom practice and provision during PP Champ sessions.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1
<p><u>Books</u></p> <p>Purchase and provide books for children each half term to take home and keep/resource their homes.</p>	<p>The research also found that children who say they own a book are 15 times more likely to read above the level expected for their age than their peers who say they don't own a book (28.8% vs 1.9%) and are four times less likely to read below the expected level (12.9% vs 48.1%).</p> <p>Book ownership and reading outcomes National Literacy Trust</p>	1, 3, 4

<u>Parent link teacher</u> 3 days a week for parent link teacher to manage attendance, liaise with parents, organise and arrange personalised support in addition to providing courses for parents to attend.	Parental engagement has a positive impact on average of 4 months 'additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 4, 5
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Budgeted cost: £84,371

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

Budgeted cost: £ 76,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>3rd space learning</u> 1:1 maths tuition to take place once/week for all PP children in Y6 and 10 y5 children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one:one and in small groups. One to one tuition EEF (educationendowmentfoundation.org.uk)	1
<u>TA pm interventions (during 3rd space)</u> Short interventions - 1:1 reading, handwriting.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one:one and in small groups. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1
<u>ELSA, social and emotional sessions</u> Children identified for range of support such as ELSA, Rainbows,	There is extensive evidence associating childhood social and emotional skills with improved outcomes at and later in life. (e.g. improved academic performance, attitudes, behaviour and relationships with peers)	2

social and emotional or counselling sessions.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
<u>ICT classroom resources</u> Resources to provided in classrooms to help develop vocabulary and oracy skills	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3

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

Budgeted cost: £31,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Residential for year 5</u> We know that some of our disadvantaged pupils do not always have the same experiences at home as their non disadvantaged peers.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	2

<p><u>Additional visits/experiences during PP champ time</u></p> <p>We know that some of our disadvantaged pupils do not always have the same experiences at home as their non disadvantaged peers.</p>	See above	2
<p><u>Breakfast club</u></p> <p>Breakfast club is provided for selected pupils only. This may be to ensure a settled start to their school day or to ensure they start the day with a meal to help them concentrate for the rest of the day.</p>	<p>Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months ' additional progress in Key Stage 1.</p> <p>National School Breakfast Programme EEF (educationendowmentfoundation.org.uk)</p>	2, 5
<p><u>Music tuition</u></p> <p>Provided for all children in Y4 once a week.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	2, 4

<p><u>TA/Trained counsellor to run uniform shop and out of school parent support/counselling.</u></p> <p>Uniform shop to be open twice a week after school and trained counsellor to be available 1 hour a week in order to provide additional support to parents as necessary and/or counselling.</p>	<p>Leaders recognise the pressures that COVID-19 has placed on families. Consequently, they have strengthened the personal, social and health education curriculum and pastoral work to support pupils' mental health and well-being.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at and later in life. (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5</p>
<p><u>Home resourcing KS1/ ks2 dictionaries CGP learning and revision resources</u></p> <p>We know that some of our disadvantaged pupils do not always have the same resources at home to support their learning.</p>	<p>The research also found that children who say they own a book are 15 times more likely to read above the level expected for their age than their peers who say they don't own a book (28.8% vs 1.9%) and are four times less likely to read below the expected level (12.9% vs 48.1%).</p> <p>Book ownership and reading outcomes National Literacy Trust</p>	<p>1, 3, 4</p>

Total budgeted cost: £191,865

Improved writing attainment among disadvantaged pupils.

The current Year 5 cohort are on track to achieve the 2024 success criteria at the end of KS2. Due to various elements of targeted, individualised support during PP champ time and changes to the planning and delivery of the English curriculum delivery, attainment at the end of the Summer term is 48% with 96% achieving expected progress. Current attainment figures for Bassetlaw show we are close to being inline with the local area of PP figures (53.7%).

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Following COVID, the need for SEMH support for children and parents increased significantly, which meant our budget and our pastoral care support package had to increase significantly too. The Parent link teacher increased from being employed from one day to three days. This has meant that that we have been able to create a parent link room which is full of support and resources for parents to meet in. This room also doubles up as second hand uniform shop which means we are able to get many parents/carers over the threshold and into this supportive space. A food hub has also been able to be introduced as well as a weekly toddler session.

Counselling for parents has now been introduced as well as counselling for children, in addition to our usual SEMH support. The extra days for the parent link teacher has meant that we have been able to create a pastoral team for her to manage and following work with Koni Rakhit we have strengthened the qualitative monitoring for this area of the budget.

Pupil voice e.g – *I think it is useful because it helps me learn different coping strategies. I can talk about things, like when I'm sad. Sometimes I will write my feelings down and tell Mrs Austin about it.*

Parent voice e.g - *'Thank you for listening – I sometimes feel like I'm banging my head against a brick wall' 'He seems like a different child' 'Thank you for your help'*

Improved oral language skills and vocabulary among disadvantaged pupils.

Oracy and vocabulary is being developed progressively across school since an oracy subject lead has been put in place. Progression documents and Talk Time guidelines have been put in place so that staff and pupils are aware of expectations in all year groups and across school. Talk partner were well established but the introduction of Talktime guidelines has been observed to encourage children to not only take turns, but give explanations and justify their answers. Sentence stems that are included across curriculum powerpoints and in particular guided reading has helped to ensure reading attainment has improved at KS2. This does however need to remain a focus with the needs of the children we are seeing on entry to school and so including information on oracy and language in new starter parent booklets helps to raise the importance of it. Further development to get more children talking to larger audiences, rather than just their partners or groups/classes will see an introduction of the 'Student Spotlight' in phase assemblies, where children will get opportunities to speak about their interest and achievements outside of school.

To increase parental engagement and resources and support for children at home.

Fiction books have been provided for several years so we know that children who have been with us for the same number of time should now have a number of texts at home. Pupil voice is always positive and demonstrate the children value this. Different texts and a wider range are now being purchased due to different views shared. CGP resources have been provided since return from COVID to support children and parents with knowledge of curriculum coverage and techniques if required. Parent feedback gained over time shows they are supportive of these resources.

Improved rates of attendance and decreased rates of persistent absenteeism for our disadvantaged pupils.

Attendance – 22-23 92% increased from 91% in 21-22

Persistent absenteeism 22-23 26% reduced from 33% in 21-22

2% difference between PP and non PP attendance (22-23)

3% difference between PP and non PP attendance (21-22)

Individual case following support from parent link teacher - Attendance improved from 81% in April to 98% by mid July. No further absences for the rest of term.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

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)

Additional internal documentation identifies and specifies the precise areas/needs for all PP children in addition to individualised assessment tracking as listed below:

PP impact reports, PP trackers, whole school year group progress/target documents, PP champ evaluation documents and PP year group action plans.

Termly impact reports from the parent link teacher and SEMH/counselling TA. Individual case studies related to impact of support relating to attendance.

