Pupil premium strategy statement – Carterton 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 for Pupil Premium	Data for Forces Premium
Number of pupils in school	200	200
Proportion (%) of pupil premium eligible pupils	21%	17.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	3 year plan: 2023/2024 2024/2025 2025/2026	3 year plan: 2023/2024 2024/2025 2025/2026
Date this statement was published	December 2025	December 2025
Date on which it will be reviewed	December 2026	December 2026
Statement authorised by	Simon Jackson Headteacher	Simon Jackson Headteacher
Pupil premium lead	Simon Jackson Headteacher	Simon Jackson Headteacher
Governor / Trustee lead	Niall McWilliams	Niall McWilliams

Funding overview

Detail	Amount	Amount
Pupil premium funding allocation this academic year	£63630	£12250
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0	£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*	£63630	£12250

Part A: Pupil premium strategy plan

Statement of intent

Research tells us that a good education is key to improving life chances.

At Carterton Primary School we want our Pupil Premium children to thrive and leave the school with the knowledge, skills and confidence that they need to be successful in the next stage of their education.

Our current strategy is focused on our knowledge of our pupil premium children and the EEF Guide to the Pupil Premium.

Our strategy works towards achieving our objectives by focusing on:

- Ensuring that children receive high quality teaching
- Targeted academic support particularly around reading skills
- Support for those children who are experiencing barriers around speech and language development
- Ensuring that school attendance procedures support good attendance
- Ensure the school provides nurture and pastoral support when needed
- Ensure parents are well supported when support is needed

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of parental engagement and support particularly with reading
2	Lower levels of attendance
3	Attainment gap between pupil premium and non-pupil premium children
4	Rise in number of children who are experiencing barriers around speech
5	Children needing nurture/pastoral support
6	Parents who need 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
Improved parental and pupil engagement at home (particularly regarding early reading)	By 2025-2026 the percentage of disadvantaged pupils achieving the expected standard in reading by the end of KS2 is in line with the national average. Pupil premium children read at home at least 5 times a week.
Improved levels of attendance for pupil premium children	Pupil premium attendance is in line with the national average
Improved attainment for Pupil Premium children and close gap between non pupil-premium children and pupil premium children attainment	By 2025-2026 the attendance of all pupils is above 96% and the attendance gap between disadvantaged and non disadvantaged pupils is no greater than 0.5%.
Ensure curriculum, interventions and support from outside professionals reduces the impact of barriers around speech	By 2025-2026 pupils will enter reception from nursery with language skills typically expected for their age. Improved percentage working at age related expectations by the end of Reception in communication and language.
Ensure children receive appropriate nurture/pastoral support to enable them to thrive academically	Positive impact data from Nurture Teaching Assistants and the interventions carried out Reduction in behaviour incidents related to social/emotional needs
Support provided for parents when needed	By 2025-2026 evidence of the impact of pastoral support to families by: -Positive outcomes from EH/TAFs -Positive feedback from Parenting Courses -Fewer re-referrals for support

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: PP£ *39,500* *Forces PP £7,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop staff pedagogy through the use of the RET Primary Teaching and Learning Framework.	RET Teaching and Learning Framework based on latest education research. Strong evidence on the impact of quality first teaching on the attainment and progress of children.	3,4
Children across KS1 and KS2 assessed for phonic knowledge and children in KS2 also assessed for fluency. Children then placed into appropriate group to develop their reading skills, confidence and enjoyment. Appropriate phonics scheme bought for whole school approach.	Strong evidence that having fidelity to a validated phonic schemes can raise attainment for all children.	3, 4
Nursery and Reception class continue to use WELCOMM materials to assess and support speech and language development.	WELCOMM has been used widely and there is good evidence about the impact of this assessment/intervention.	2, 3, 4
Whole school approach focusing on Strong Foundations to develop and embed key knowledge and skills. KS2 timetable developed to ensure delivery of the above.		

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

Budgeted cost: PP £ *10,000* *Forces PP £3,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics booster groups and individual phonics boosters to improve reading attainment and progress.	Strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	3

ELSA support for children who need help developing confidence and self-regulation skills.	Research on the impact of ELSA shows improvement in: -social behaviour and friendships - self-esteem and feelings - social and emotional confidence - behaviour -learning and concentration.	2, 5

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

Budgeted cost: Forces PP £ 13,630 PP £ 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW to support families with Strengths and Needs and putting routines in place to support improved attendance	There is very clear evidence on the relationship between attendance and attainment.	2
Phonics sessions for parents to develop parents understanding of how we teach reading and the importance of supporting their child with reading	EEF research suggest that increased parental involvement has a positive impact on attainment.	1
Use of sensory room to support children who are dysregulated	Advised by SENDCO and other SEND professionals	5
Parenting support through Family Links sessions	Research carried out by family links showed that families who engaged with the programme: -Improved parental confidence and empowerment -An improved support network for parents -Improved family relationships calmer and more harmonious interactions driven by parents having increased empathy, understanding about what drives their children's behaviour, consistency and more realistic expectations of their children -Improved parental understanding of emotional health -Improved child emotional health and self-regulation children better able to articulate their feelings	6

Total budgeted cost: Pupil Premium £ 62,630 Forces Premium £11,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged children were below that of non-disadvantaged children.

Phonics Screening:

Yr 1 PP children 66.7 % passed

Non PP children 75% passed

Year 2 PP children 100% passed

Non PP children 100%

***2024-25** Attendance*

Overall 94.3 PA 12.4

Disadvantaged 91.7% PA 15.8%

Non-disadvantaged 95.1% PA 11.3%

***2023-24** Attendance*

Disadvantaged 91% PA 24.5%

Reception C&L ARE 2024-2025

PP children 75% achieved

Non PP children 83% achieved

Reduction in suspensions – impact of Nurture TA's

2024-2025

11 incidents - total 35 days

Further information (optional)

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