

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	206	206
Proportion (%) of Pupil Premium/Forces Premium eligible pupils	36	15.4
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: 2026-2027 2027-2028 2028-2029	
Date this statement was published	October 2026	
Date on which it will be reviewed	October 2027	
Statement authorised by	Simon Jackson Headteacher	
Pupil premium lead	Simon Jackson Headteacher	
Governor / Trustee lead	Jill Judson	

Funding Overview

Detail	Pupil Premium Amount	Forces Premium Amount
Pupil premium funding allocation this academic year	£82,150	£10,440
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	£0
Total budget for this academic year	£82,150	£10,440

Part A: Pupil premium strategy plan

Statement of intent

At Carterton Primary School, we are ambitious for all pupils. Our ultimate aim is that disadvantage should not be a barrier to achievement, participation, wellbeing or future success. We want our disadvantaged pupils to achieve well academically, attend school regularly, feel that they belong, and develop the knowledge, skills and confidence they need to succeed at the next stage of their education.

Our strategy is based on a detailed understanding of our pupils rather than assumptions about disadvantage. We recognise that disadvantaged pupils are not a homogeneous group and that their needs, starting points and barriers to learning vary. We therefore use assessment information, attendance and behaviour data, SEND information, monitoring of teaching and learning, and our knowledge of individual pupils and families to identify where additional action will have the greatest impact.

This approach is consistent with the current Education Endowment Foundation (EEF) guidance, which recommends that schools first diagnose pupils' needs, then use reliable research evidence to select appropriate approaches, implement and monitor them effectively, and evaluate and sustain what works.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress Assessment and monitoring indicate that some disadvantaged pupils have gaps in learning and attain less well than their peers, particularly in reading, writing and mathematics.
2	Foundational skills Some disadvantaged pupils have less secure foundational knowledge and skills, particularly in communication and language, vocabulary, phonics, reading and number fluency, which can limit successful access to later learning.
3	Attendance Despite sustained whole-school improvement, attendance and persistent absence remain a greater barrier for some disadvantaged pupils, resulting in lost learning and reduced continuity.

4	Belonging and wellbeing Some disadvantaged pupils experience social, emotional or family circumstances that can affect readiness to learn, relationships, confidence and their sense of belonging within school.
5	Wider opportunities Some disadvantaged pupils experience barriers to participating fully in enrichment and wider experiences, potentially limiting opportunities to develop cultural knowledge, confidence and aspirations.
6	Service Children Some service children experience periods of mobility, parental deployment or separation which can affect continuity of learning, emotional wellbeing and their sense of belonging. Individual needs require early identification and appropriate academic and pastoral 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 attainment and progress for disadvantaged pupils in reading, writing and mathematics.	The proportion achieving age-related expectations increases to be in line with attainment of non-disadvantaged pupils nationally in core subjects by the end of year 6 . Pupils make strong progress from their starting points. Differences between disadvantaged pupils and their peers reduce. Pupils at risk of falling behind are identified promptly and respond positively to appropriate support.
Disadvantaged pupils secure the foundational knowledge and skills required for future learning.	EYFS, phonics, reading and mathematics outcomes demonstrate improvement. Pupils identified as having gaps receive timely support and catch up. Monitoring demonstrates secure phonics, reading fluency, vocabulary and mathematical fluency, enabling pupils to access the wider curriculum successfully.
Attendance improves and persistent absence reduces for disadvantaged pupils.	Disadvantaged attendance improves and moves closer to whole-school attendance. Persistent absence reduces. Barriers are identified early

	and appropriate support results in demonstrable improvement for individual pupils and families.
Disadvantaged pupils demonstrate strong engagement, wellbeing and a sense of belonging.	Pupil voice demonstrates that pupils feel safe, valued and included. Behaviour, attendance and pastoral evidence indicate positive engagement. Pupils requiring additional support are identified promptly and evidence demonstrates its impact.
Disadvantaged pupils participate fully in the wider opportunities provided by the school.	Participation in clubs, visits and enrichment is monitored and barriers addressed. Disadvantaged participation increases where under-representation is identified. Pupil voice demonstrates positive engagement with the wider life of the school.
Service children feel supported, valued and connected to the school community, with any wellbeing, emotional or educational needs arising from deployment, separation or transition identified early and responded to effectively.	Service children feel supported and have a strong sense of belonging. Pupil voice demonstrates positive wellbeing, and any needs arising from deployment, separation or transition are identified early and supported effectively.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Reach First'- Staff identify their most vulnerable pupils and deliberately reach them first through positive relationships and responsive teaching: greet first, check understanding first and review books/work first. This enables staff to identify misconceptions, barriers or emerging concerns quickly and respond before pupils fall further behind. Reach First ensures vulnerable pupils are	The approach is informed by EEF evidence on high-quality teaching, feedback and social and emotional learning. High-quality teaching should be a priority within Pupil Premium strategies, while effective feedback (+6 months average impact) and approaches supporting positive social interaction and emotional development (+3 months average impact) provide an evidence-	1, 2, 4

known well, experience high expectations and develop a strong sense of belonging.	informed rationale for the academic and relational elements of Reach First.	
Strengthen high-quality teaching, and responsive assessment through high quality professional development, with disadvantaged pupils prioritised through pupil progress meetings and monitoring.	EEF identifies high-quality teaching as a top priority for Pupil Premium; feedback also has a strong evidence base.	1, 2
Track and increase participation in enrichment, removing financial and practical barriers to trips, clubs, residential and wider opportunities.	EEF identifies wider strategies as a legitimate strand of Pupil Premium planning; arts participation has a moderate positive evidence base.	5, 4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small-group maths booster provision: use assessment to identify precise gaps in disadvantaged pupils' mathematical knowledge and fluency and provide short, structured individual or small-group teaching closely aligned with classroom learning. Review impact regularly and adapt or withdraw support according to pupil progress.	EEF evidence indicates a positive average impact for small-group tuition (+4 months) and one-to-one tuition (+5 months). Targeted academic support forms part of the EEF's recommended tiered approach to Pupil Premium spending and should complement, rather than replace, high-quality classroom teaching.	Outcomes addressed: 1 and 2
High-quality rapid keep-up intervention in systematic phonics and early reading for disadvantaged pupils at risk of falling behind.	EEF phonics evidence indicates an average impact of +5 months and supports systematic teaching alongside targeted intervention.	2, 1

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

Budgeted cost: £26,150 + £10,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification and individualised support for attendance, working closely with families to identify and overcome barriers, delivered by Home School Link Worker.	EEF supports addressing wider barriers within Pupil Premium strategies; parental engagement has a positive evidence base.	3, 4
Further develop whole-school belonging and wellbeing approach, supplemented with targeted pastoral support for disadvantaged pupils where needs are identified.	EEF SEL evidence indicates an average +3 months' academic progress alongside wider social and emotional benefits.	4, 3
Track and increase participation in enrichment, removing financial and practical barriers to trips, clubs, residential and wider opportunities.	EEF identifies wider strategies as a legitimate strand of Pupil Premium planning; arts participation has a moderate positive evidence base.	5, 4
Regular KIT (Keep in Touch) Club sessions led by the Home School Link Worker, providing service children with opportunities to meet, develop supportive relationships and discuss experiences relating to deployment, separation or transition. Individual pastoral needs will be identified early and additional support provided where appropriate.	EEF evidence on social and emotional learning highlights the benefits of approaches that develop positive relationships, social interaction and emotional self-management.	6

Total budgeted cost: £ 92,590

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In this report, disadvantaged pupils are defined as those eligible for Pupil Premium funding, including pupils who have been eligible for free school meals at any point in the last six years (Ever 6 FSM) and children who are looked after or previously looked after by a local authority.

Assessment of our strategy has drawn on statutory EYFS outcomes, Phonics Screening Check data, Year 4 MTC internal formative and summative assessments, teacher observations and wider school information, including attendance, behaviour, wellbeing and SEND.

These sources of data indicate that our strategy is helping secure progress towards intended outcomes, but these have not yet been secured consistently. Improvements suggest that high-quality teaching, early identification and targeted support are having a positive impact. However, gaps between disadvantaged and non-disadvantaged pupils remain and will continue to inform teaching, intervention and allocation of Pupil Premium funding.

Academic outcomes are considered alongside attendance, wellbeing, behaviour and individual barriers to learning to ensure support is appropriately targeted and regularly reviewed. Cohort percentages are also interpreted cautiously because relatively small pupil numbers mean individual pupils can have a significant impact on headline figures.

In Reception, 62% of disadvantaged pupils achieved GLD in 2026, compared with 70.0% overall and 72% of non-disadvantaged pupils. This represents a significant improvement from 50% in 2025, although a gap remains. Disadvantaged pupils demonstrated particular strengths in self-regulation, building relationships and fine motor skills (all 88%), while assessment identified continuing priorities in communication, literacy and mathematics.

Phonics attainment for disadvantaged pupils presents a mixed picture. In Year 1, gaps between disadvantaged pupils and their peers remain, and disadvantaged pupils achieve slightly less well than disadvantaged pupils nationally.

However, outcomes by the end of Year 2 were much stronger, with 82% of disadvantaged pupils meeting the standard, close to 84% of non-disadvantaged pupils and broadly in line with the 2025 national disadvantaged figure of 81%. This suggests that targeted phonics teaching and additional support are helping disadvantaged pupils to catch up, although improving outcomes at the end of Year 1 remains a priority. 2026-27 will be the first year that the ELS Systematic Synthetic Phonics Programme (SSPP) has been in place from the start of the year, and this stands to secure the further improvements in attainment for disadvantaged pupils that are targeted.

Outcomes for disadvantaged pupils in the Year 4 MTC show positive improvement, with 20% achieving full marks in 2026 compared with 14% in 2025. This demonstrates improving multiplication fluency over time. While outcomes remain slightly below the 2025 national disadvantaged figure of 27%, the narrowing of this difference is encouraging. Continued targeted teaching and opportunities to develop rapid recall will support further progress.

Outcomes for disadvantaged pupils show areas of emerging strength alongside opportunities for further improvement. Mathematics remains a relative strength, while reading and writing continue to be key areas of focus.

Encouragingly, disadvantaged pupils achieving Greater Depth performed broadly in line with, and in some areas above, their non-disadvantaged peers, demonstrating that our disadvantaged pupils are starting to achieve highly with appropriate support and challenge.

Disadvantaged attendance

Attendance for disadvantaged pupils remained stable at 92% in 2026, the same as 2025 and an improvement from 91% in 2024. The gap with non-disadvantaged pupils remains at 3 percentage points. Persistent Absence of disadvantaged pupils was 20%, an improvement from 24% in 2024. The IDSR shows attendance and Persistent Absence of children entitled to Free School Meals is in line with pupils nationally.

Overall, the longer-term picture shows improving attendance and reduced persistent absence for disadvantaged pupils, although closing the attendance gap further remains an important priority. Continued early identification, targeted family support and close monitoring will form part of the school's strategy.