

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Carr Infant School
Number of pupils in school	198 Nursery-Year 2
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	03.12.24
Date on which it will be reviewed	July 2025
Statement authorised by	James Canniford Headteacher
Pupil premium lead	Jessica Hobson
Governor / Trustee lead	Sophie Reading Governor lead for Pupil Premium
Detail	Amount
Pupil premium funding allocation this academic year	£57,170
Recovery premium funding allocation this academic year	£5,256
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	£62,426

Funding overview

Part A: Pupil premium strategy plan

Statement of intent

At Carr Infant and Nursery School, we recognise and value the importance of a positive start within our early years setting to children's school lives, and we aim to establish strong, supportive relationships with families. Our intention is to create a nurturing environment to help children achieve and fulfil their potential. We promote confidence, communication, and creativity. We ensure all pupils are supported and encouraged to reach their full potential, irrespective of their background or the challenges they may face. We aim for all children to make good progress and achieve high attainment across all subject areas within our caring and nurturing environment.

The focus of our pupil premium strategy is to prioritise support for disadvantaged pupils to ensure they achieve that goal, including supporting progress for those who are already high attainers. We recognise the particular needs of our catchment area, where some families face financial pressures that impact everyday family life. We consider the challenges faced by vulnerable pupils based on our knowledge of them and our relationships with their families. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is key to our approach, with a focus on areas in which disadvantaged pupils require the most support, tailored to our current cohort of pupils. This has been proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school. Class 'provision maps' record and map personalised provision and interventions for all pupils.

Our approach will be responsive to common challenges and individual needs, based on assessment, not assumptions about the impact of disadvantage. To ensure our strategies are effective, we will ensure:

- Children in receipt of Pupil Premium are highlighted by teachers on Provision Maps. Staff will act early to intervene at the point when a need is identified.
- All 'Pupil Premium' children will receive daily intervention, 1:1 and in small groups, focusing on progression from starting points irrespective of attainment level. (E.g. catch-up sessions for phonics focusing on our priority areas of phonics and reading. Challenge and extension opportunities for higher attainers).
- Carpet seating: 'Pupil Premium' children front and side with adult/s close by to support and focus. Nursery: Strategic 'horseshoe' to place children with adults to support. The 'Strategic L' will be used in carpet seating across Reception and KS1.
- Marking and feedback will always start with 'Pupil Premium' children first.
- Disadvantaged children considered in groupings, in-line with school Collaborative Approaches and table organisation.
- Staff will focus on the 'Pupil Premium' group first in sessions (and target in questioning). The aim is to reduce transitions (e.g. carpet to tables, particularly in EYFS), ensuring this group of children have the full focus and impact of staff attention as a priority.
- The full staff team will be consistent in our approach throughout the school, with all staff taking responsibility for 'Pupil Premium' pupils' outcomes and raising expectations of what pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS1 and, in general, are more prevalent among our disadvantaged pupils than their peers. EYFS data for comprehension shows a significant difference between our disadvantaged and non-disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, their reading fluency, and their comprehension.
3	Assessments, observations, and monitoring of pupils' writing suggest disadvantaged pupils generally have greater difficulties with writing than their peers. There are several considerations within writing: fine motor skills and handwriting, spelling accuracy, the application of phonic knowledge (encoding), and the impact of spoken English on grammar within writing.
4	Monitoring of punctuality and attendance has identified poorer school attendance among disadvantaged pupils. Our Welfare Officer works closely to support families where attendance is poor. Many of these families need support with aspects of parenting, housing, and family welfare and are supported by school either directly or through signposting to other agencies. These factors often impact pupils' school life, including their well-being (e.g. anxiety, physical well-being) and engagement with school.

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 oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> The whole school environment will support language development. Adults will serve as positive role models for pupils' language use. Early Years staff will support identified groups for speech and language development through the Talk for York project, Elkan, and Wellcomm. Each year group will learn stories, rhymes, and poems, reciting them aloud to develop oracy. Throughout the school, our curriculum will support language development through planned enrichment texts, vocabulary development, and knowledge acquisition.
Improved Phonics attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Teaching of reading with a systematic approach to teaching phonics using the Little Wandle scheme. Targeted interventions to support children to catch up when not working at the expected level. Additional daily interventions for disadvantaged pupils. Regular and consistent assessment to identify specific areas for development. Parent/carers workshops planned over the year to support families, providing tools to support their children.
Improved Reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Little Wandle Reading approach: 3 group reads per week. Daily interventions for disadvantaged pupils, additional reading. Regular and consistent assessment to identify specific areas for development. Teaching skills for reading along with fostering a love of reading with daily reading enrichment 'learning to read, reading to learn'. Parent/carers workshops planned over the year to support families, providing tools to support their children.
Improved Writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Teaching of phonics and spelling through a systematic approach using the Little Wandle scheme. Whole school approach to teaching Writing (from September 2024). Clear, consistent, progressive, and well-structured to support all children's progress and attainment. Regular monitoring and training to ensure high and consistent teaching standards. Disadvantaged children to be our target group for support and for marking and feedback.

	<ul style="list-style-type: none"> Pupils to achieve at least in line with national expectations: EYFS Good Level of Development, Y1 Phonic Screen, Y2 Reading, Writing, Maths.
<p>Pupils to achieve at least in line with national expectations.</p> <p>EYFS Good Level of Development</p> <p>Y1 Phonic Screen</p> <p>Y2 Reading, Writing, Maths</p>	<ul style="list-style-type: none"> Maintain consistent high-quality teaching in all classes. Use Provision Maps in all classes to show personalised support, with regular monitoring by the Senior Leadership Team (SLT). Provide weekly planned training within the school, along with regular monitoring of teaching and learning, and peer support and coaching. Implement regular and routine approaches to pupil assessment and monitoring. <p>Outcomes will be compared with national benchmarks.</p>
<p>Children will have good attendance within school and benefit from clear routines and high expectations.</p>	<ul style="list-style-type: none"> The whole school ethos establishes high expectations for behaviour and attendance. Clear and consistent routines alongside planned and structured adaptive approaches to engage children. Regular communication with home. Attendance monitored by school Welfare Officer.
<p>Children will be supported to develop strategies to cope with challenges of school, and the necessary personal, social and emotional skills to achieve in all aspects of school life.</p>	<ul style="list-style-type: none"> Children will be equipped with strategies to cope with the challenges of school, and the necessary personal, social, and emotional skills to achieve in all aspects of school life. Jigsaw scheme (focusing on Personal, Social and Emotional Development) throughout the school. Zones of regulation used to support children's understanding and expression of emotions. Planned well-being sessions in all classes. Support from the well-being worker and welfare officer to support where need is identified. ELSA for small groups and 1:1. - Cherry provision in KS1. Enrichment opportunities, planned visits, visitors, and trips each half term for all year groups. - Involvement with extra-curricular activities.

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)

Budgeted cost: **£1400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and CPD	There is a strong evidence base that suggests ensuring professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice. Effective Professional Development: EEF Effective Professional Development	1, 2, 3

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher and teaching assistant training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	2

<p>programme to secure stronger phonics teaching for all pupils: Little Wandle Letters and Sounds</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional phonics and reading sessions targeted at all disadvantaged pupils.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>'In house' enhanced provision: small classes (Cherry and Sycamore) for KS1/EYFS children, supported by HLTA&TAs</p>	<p>Evidence shows that the key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. In maintaining TAs within class who also support with interventions, this supports the consistency and links in children's learning: Making Best use of Teaching Assistants Education Endowment Foundation EEF</p>	2

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

Budgeted cost: **£28,821**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Welfare Officer: Attendance will be monitored closely (LA involvement as necessary).</p> <p>Welfare Officer will work closely with parents and carers, developing relationships to support parental engagement.</p> <p>Welfare Officer to support Drawing and talking and ELSA support throughout school.</p>	<p>With the role of our Welfare Officer, we are able to maximise the support where needed to benefit our pupils and families most in need.</p> <p>Working with Parents to Support Children's Learning</p> <p>Social and emotional learning EEF ‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’</p>	4
<p>Funding for after school clubs, enrichment activities and trips.</p> <p>£1350</p>	<p>Research suggests pupils from disadvantaged backgrounds may be less likely to be able to benefit from clubs and other activities outside of school due to associated financial costs. By providing activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Physical Activity EEF</p> <p>Art Participation EEF</p>	4
<p>Supply of uniform, polo shirt and jumper or cardigan.</p> <p>£855</p>	<p>Information taken from EEF: School uniform EEF</p> <p>‘Research shows there is belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.</p> <p>Closing the disadvantage gap:</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.’</p>	4

Total budgeted cost: £62,426

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Data 2023-2024

End of EYFS:

2023-2024	Achieving Good Level of Development	Pupil Premium	Non-Pupil Premium
School (With SEND)	65%	29%	68%
School (Without SEND)		45%	76%
Local	69.8%	47%	70%
National	67.2%		

2022-2023	Achieving Good Level of Development	Pupil Premium	Non-Pupil Premium
School	64.6%	50%	68.4%
Local	69.7%		
National	67.3%		

Phonics Screen:

2023-2024	Y1 % Meeting Standard of Phonic Screen	Y2 % Meeting Standard of Phonic Screen
School	46	87
Pupil-Premium	27	75
Non-Pupil Premium	40	90
National	80	89
Pupil-Premium	68	
Non-Pupil Premium	84	

2022-2023	Y1 % Meeting Standard of Phonic Screen	Y2 % Meeting Standard of Phonic Screen
School	72	82
Pupil-Premium	71	69
Non-Pupil Premium	74	89
National	79	89
Pupil-Premium	67	
Non-Pupil Premium	83	

End of Key Stage 1:

Cohort 62 children, 12 in receipt of PP**2023-2024****Reading****Cohort 62 children, 13 in receipt of PP**

KS1 – 2023-2024	Total at or above ARE %	Pupil Premium at or above ARE %	Non-Pupil Premium at or above ARE %
School	61	46	77
National			

Writing

KS1 – 2023-2024	Total at or above ARE %	Pupil Premium at or above ARE %	Non-Pupil Premium at or above ARE %
School	46	31	50
National			

Maths

KS1 – 2023-2024	Total at or above ARE %	Disadvantaged at or above ARE %	Non-disadvantaged at or above ARE %
School	70	53	81
National			

2022-2023**Reading****Cohort 51 children, 12 in receipt of PP**

KS1 – 2022-2023	Total at or above ARE %	Pupil Premium at or above ARE %	Non-Pupil Premium at or above ARE %
School	56.7	15.5	63.8
National	68	54	73

Writing

KS1 – 2022-2023	Total at or above ARE %	Pupil Premium at or above ARE %	Non-Pupil Premium at or above ARE %
School	45	7.7	55.3
National	60	44	65

Maths

KS1 – 2022-2023	Total at or above ARE %	Disadvantaged at or above ARE %	Non-disadvantaged at or above ARE %
School	68.3	30.8	70.2
National	70	56	75

Attendance

Attendance 23-24:	%
Total	93
Pupil Premium	88
Non-Pupil Premium	95

Attendance 22-23:	%
Total	94
Disadvantaged	90
Non-disadvantaged	96

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	