

# Carclaze Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Carclaze Primary School
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	(68) 17.48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	10 <sup>th</sup> December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Simon Pollard Head Teacher
Pupil premium lead	Simon Pollard Head Teacher
Governor / Trustee lead	Helen Knight Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99000
Recovery premium funding allocation this academic year	£ 9265.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,265.50
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# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate aim for all pupils, whether officially categorised as “disadvantaged” or not is that they make good progress and achieve highly across all subject areas. Our strategy will support them to attend school every day so that they receive high quality teaching and excellent opportunities and that they leave Carclaze Primary school with the confidence, skills and knowledge necessary to access the next stage in their education, and have a successful life.*

*We believe that high quality teaching, focused on areas where disadvantaged pupils need the most support, will have a positive impact on all pupils. Our values drive our intent and through a caring approach, where all pupils are nurtured to persevere, we aim to close the disadvantaged attainment gap whilst sustaining the attainment and progress of non-disadvantaged pupils.*

*We understand the need to communicate and develop lasting working relationships with parents and carers so that we can make a lasting impact for pupils beyond their time at Carclaze.*

*Through linking this strategy with our wider school improvement planning and the grant for education recovery we aim that every that every child will SPARKLE!*

## Challenges

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

Challenge number	Detail of challenge
1	Lack of early reading support at home and pre-school phonics provision for disadvantaged pupils negatively impacts their development as readers.
2	Early screening of language and communication skills indicates oral language skills that lack development and a pronounced vocabulary gap amongst disadvantaged pupils
3	Disadvantaged pupils and vulnerable families have higher absence rates than those who are not disadvantaged. Currently attendance of disadvantaged pupils is about 2% lower than all pupils. The % of disadvantaged pupils who are Persistently Absent is double that of non-disadvantaged pupils.
4	The attainment gap in maths is wider than other subjects with children in year 2 particularly showing gaps in number knowledge.

5	We have seen a rise in social, emotional and mental health concerns and referrals, particularly among disadvantaged pupils following the pandemic and those who are looked after children or in special guardianship. Behaviour support for vulnerable pupils has been increased following the pandemic including nurture provision for identified pupils. Pupils in Early years have lower on entry communication and language and PSED baseline than prior to the pandemic.
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## 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
<i>Every child leaves Key Stage 1 able to read fluently and having passed the Phonics Check</i>	100% of children pass the phonics screening by the end of Year 2 and complete the Read Write Inc programme
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.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than the national % of disadvantaged pupils met the expected standard.
Sustain high attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li data-bbox="815 1384 1401 1585">• The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more than 2%.</li> <li data-bbox="815 1597 1401 1765">• The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 8% (in line with national figures for all pupils)</li> </ul>

## 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: £ 58000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain the schools use of the DfE approved phonics programme- Read, Write Inc.</p>	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively with absolute fidelity- this is the Lostwithiel way. Roll this out to Key Stage 2 staff so that high quality intervention can take place in Key Stage 2. Staff will not settle for phonics screening check results that are in line with the national average or explain pupils' poor progress by their background.</p> <p>Access to the Online Subscription for staff training.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

teacher training and release time.		
<i>Expert coaching underpinned by deep analysis of the gaps in understanding of number</i>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
High Quality Teaching for all, every day	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium 1, 3-6 7 Effectively'</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p>	1,2,4

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

Budgeted cost: £ 30.265.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with training from RWI including use of the Fresh Start program.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Online Subscription films sent home.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
Nuffield Early language intervention in Early years.	<p>Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. This will be run by class teachers so will be embedded into everyday practice. NELI has</p>	2

<a href="https://www.elklan.co.uk/NELI">https://www.elklan.co.uk/NELI</a>	<p>been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 additional months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p><a href="https://www.nuffieldfoundation.org/project/nuffield-earlylanguage-intervention">https://www.nuffieldfoundation.org/project/nuffield-earlylanguage-intervention</a></p> <p><a href="https://www.elklan.co.uk/OurWork/CaseStudies/NELI/">https://www.elklan.co.uk/OurWork/CaseStudies/NELI/</a></p>	
<p>Engaging with the National Tutoring Programme to provide tuition in small groups planned and monitored by the class teacher whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,4</p>

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance, including Education Welfare service, and use of funding to provide transport for pupils</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>3</p>

	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	
Free Breakfast club places for disadvantaged learners	Evaluation from the EEF found that in schools where there are free of charge before school, there was an average of 2 months' additional progress for pupils in Key Stage 1. Schools that had a Breakfast Club also saw improved attendance	3
Trained counsellor	Lack of resilience and acute well-being issues are having a major impact on pupils accessing learning. With long waiting lists for CAMHS and other services having immediate access to a highly trained member of staff makes a difference to pupils and families.	5

**Total budgeted cost: £** £108,265.50

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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*Internal standardised assessment shows that there is still a gap between disadvantaged and non-disadvantaged pupils. This gap is biggest in mathematics (20%)*

*Teacher Assessment shows writing attainment is lower across all year groups. This was expected as modelling writing remotely during the lockdown was more difficult than teaching other subjects. A lot of the gaps will be addressed through our Oracy and reading strategies.*

*The gap in reading was much narrower but still needs to close*

## 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

