

Pupil premium strategy outcomes

The outcomes for children eligible for pupil premium vary across the school, from well above the national attainment gap to well below.

This table demonstrates what this looks like across the school when the % of “disadvantaged” children (those who are eligible for free schools meals, Ever 6 children and those who receive child in care premium) who are meeting age related expectations (EXS) combined with those who we expect to meet these with intervention (INT) are compared to the same %'s of EXS and INT children who are not eligible for pupil premium.

Whole Year Disadvantage Analysis Pupils in Years R-6																
2024-2025																
Summer 2																
Main Assessment																
		Reading				Writing				Maths				Reading/Writing/Maths		
		# pupils	% of pupils EXS or higher	# of pupils EXS or higher	% of pupils INT or higher	# of pupils INT or higher	% of pupils EXS or higher	# of pupils EXS or higher	% of pupils INT or higher	# of pupils INT or higher	% of pupils EXS or higher	# of pupils EXS or higher	% of pupils INT or higher	# of pupils INT or higher	% of pupils EXS or higher	% of pupils INT or higher
Reception	Disadvantaged	20	35%	7	65%	13	25%	5	50%	10	50%	10	70%	14	25%	50%
	Not Disadvantaged	39	56%	22	92%	36	51%	20	87%	34	69%	27	85%	33	51%	82%
Year 1	Disadvantaged	30	30%	9	63%	19	23%	7	57%	17	23%	7	63%	19	20%	57%
	Not Disadvantaged	30	37%	11	60%	18	30%	9	53%	16	33%	10	60%	18	27%	53%
Year 2	Disadvantaged	23	65%	15	74%	17	39%	9	65%	15	57%	13	74%	17	39%	65%
	Not Disadvantaged	35	66%	23	71%	25	46%	16	66%	23	57%	20	66%	23	46%	63%
Year 3	Disadvantaged	27	37%	10	59%	16	26%	7	52%	14	30%	8	78%	21	15%	52%
	Not Disadvantaged	35	60%	21	80%	28	40%	14	77%	27	57%	20	77%	27	40%	74%
Year 4	Disadvantaged	30	53%	16	80%	24	37%	11	77%	23	33%	10	77%	23	33%	73%
	Not Disadvantaged	25	60%	15	68%	17	44%	11	60%	15	40%	10	80%	20	40%	60%
Year 5	Disadvantaged	31	45%	14	68%	21	23%	7	42%	13	45%	14	58%	18	23%	39%
	Not Disadvantaged	30	60%	18	77%	23	27%	8	40%	12	63%	19	80%	24	27%	40%
National gap between pupil premium and not Reading 14%, writing 17% Maths 17% Combined 20% DfE 2023 SATS																
<div>Gap is...greater than national</div> <div>In line with national</div> <div>Better than national</div> <div>Sig Better than national</div>																

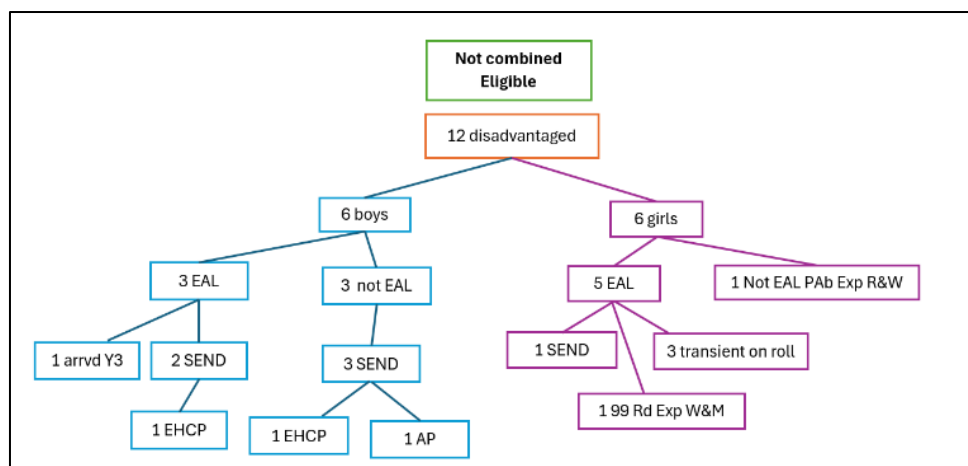
The table above uses the DfE 2023 DfE gap analysis as a benchmark for making comparisons.

The INT category is very relevant here as it is pupil premium which contributes significantly to **the provision of intervention**, be that in contributing to the cost of adults to deliver the teaching and learning both intervention teachers, our academic mentor and our teaching assistants; or subscriptions to IT platforms which support interventions. The data demonstrates that this funding is making a difference across the school.

Where we see wider gaps, it can be demonstrated that there are more impactful/ multi derivational factors involved for children eligible for pupil premium, it is more than household income alone. This means that supporting children entitled to pupil premium had a wider reach across different groups. This includes, but may not be limited to:

- Those who have SEND
- Those who require support for communication and language / language fluency
- Those who have adverse childhood experiences / experience trauma
- Those who have poor attendance / come from transient families

While some expenditure is linked to the resource and individual delivering the intervention, in other cases it may be directed to training and professional development for staff to carry out or deliver targeted work.



The flow chart opposite exemplifies the demographics of the children entitled to pupil premium in this summer's Year 6 who did not achieve the expected standard across reading, writing and maths combined. It shows how the background to the data is a more complex picture.

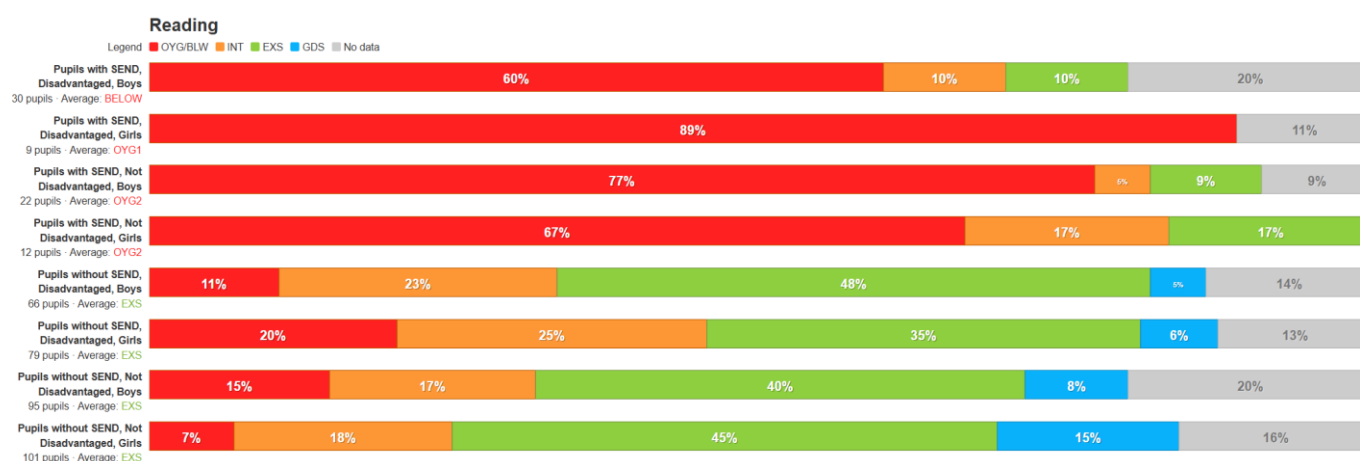
However, our disadvantaged statistics also showed success in Year 6 for many pupil premium children.

- 5 expected readers
- 7 greater depth readers
- 13 expected writers
- 9 expected mathematicians
- 4 greater depth mathematicians

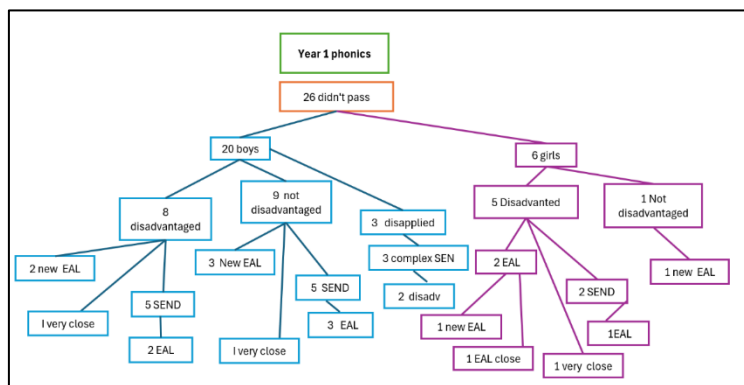
Analysis of our data shows that statistically more disadvantaged children have **SEND** than non-disadvantaged. 21% of disadvantaged children have SEN 39/73, versus 15% on non-disadvantaged, 34/73. Of our 17 children with an EHCP 11, 65% are also eligible for pupil premium (10 FSM + 1 CIC). More of our SEND children are boys than are girls, of the 39 children with SEND who are disadvantaged 30/39 = 77% are boys.

The high % of SEND boys in the disadvantaged data makes it relevant to examine comparisons made between children who are below EXS/INT when the SEN factor is removed. These comparisons show disadvantage alone is not impactful. As the disadvantaged boys without SEN outperform their non disadvantaged peers, the girls gap is greater although broadly in line with the national gap.

These statistics indicate the success that has been achieved for all of our children as the whole school benefits from the premium funding.



Another influencing factor in securing success at school is proficiency in **language and communication (C&L)**, fluency in English and familiarity with educational vocabulary, oracy and the links this has to early reading and phonics. In our Reception cohort disadvantaged children are statistically more likely to start school less “school ready” in terms of language and communication than their non-disadvantaged classmates. Similarly EAL children who are entitled to FSM and are new to English are less likely to achieve GLD than those who are not. As English proficiency and fluency increase this factor reduces as time in school grows.



The larger than school average gap in Reception can be attributed for many children to C&L challenges – from limited speech/ selected speech to speech and language linked SEN. This also impacts on our phonics data (see opposite for the complexity of the “shadow” data. As the children spend longer in school these gaps decrease so our Reception/ Y1 picture changes as cohorts mature. Whilst our PP/Not gap in Y1 was 11% for phonics, the cohort above achieved an PP children 87% score for phonics by the end of Year 2 a positive gap of 18% v non PP children.

The work we undertake for C&L is supported by the use of premium for C&L interventions delivered by the additional adults we are able to employ with our premium funding. But also for exposure to language enriching opportunities such as theatre visits and enriching exposure to different environments and cultures.

PP GLD	Not PP GLD	PP not GLD	Not PP Not GLD
6	18	12	22
All PP	18	Not PP	40
PP GLD	33%	Npt PP GLD	45%
ACES	0	6	0
SEN		6	5

Adverse Childhood Experiences (ACES) and trauma are also statistically more likely to impact our children from disadvantaged backgrounds. The majority of families who receive the most support by our **family welfare officer** (FWO) or who present with the greatest complexity have children eligible for pupil premium.

The table opposite as an example, relates to our Reception children who achieved or not GLD (a “good level of development”) at the end of this year. The impact of our FWO, partly funded by pupil premium, and the work she does, enables these families to access Early Help and provides support for the children through TACs. This holistic approach may not reap academic rewards in a child’s Reception year but will lead to increased opportunities later in school as

home life can stabilise and the child feels safe and protected in school.

In our recent safeguarding survey the children’s scores for feeling safe in school were 4.7 out of 5.

The premium also contributes by ensuring all children are able to attend and take part in **enrichment opportunities** and feel that they “belong”. For example by providing *all* the children with an identical school T-shirt for Young Voices to create a sense of “togetherness”. In other case we may discretely provide uniform and shoes. We do not charge for any after school clubs or music tuition.

The pupil premium funds a **breakfast club**; for FSM children the meal is free, for others a nominal cost of £1 is levied. This has seen an increase in attendance this year some days over 50 children receive a free meal enabling them to start their day ready to learn.

Attendance %	SA %	PA %	True PA%	
2024-2025 - 23rd May 2025	94	0.52	19.43	12%
2023-2024	92.6	0.73	24.75	14%
2022-2023	91.47	2.64	33.17	15%

Supporting children from disadvantaged families with **school attendance** is also contributed to by pupil premium (our attendance officer).The work in this area has seen significant results in the last 3 years.

Updated data up to 4th July – including Left Learners		
	Attendance %	PA %
CRA	94.2	18.2
National	94.8	13.6
Lincs	95	12.6
CRA - on roll now (active learners)	94.6	15.7

Whilst pupil premium children are still below the non-disadvantaged children the national picture of a 10% gap is not the case at Carlton Road. This can be attributed to the work of our attendance team which is subsidised by the grant.

Whole School	Female	Male	SEN	LAC	PP	FSM	EAL
94.6	94.97	94.26	92.79	96.12	93.66	93.48	94.04
			Non-SEN	Non-LAC	Non-PP	Non-FSM	
			94.99	94.56	95.45	95.53	

How the funding has been used to achieve our outcomes is detailed below.

Carlton Road Pupil Premium Year End Reconciliation 2024 25

Funding Area	Targeted Area	Suggested "Purchase"	Planned Spend	Last Years spend	Actual 24 25	Notes
High Quality Teaching	Assessment	Cover for teacher assessment time	£1,400	£1,260	£0	We were able to provide this time withing our POM meetings so it did not incur a greater cost.
	Language & Oracy	Inclusion and story resources	£4,000	£2,396	£1,008	Story time subscription £800, maths vocab website subscription £408.
	CPD for teachers and TAS, including education consultants	Teaching and TA CPD	£4,000	£400	£3,572	Jeannie Bulman day at £750 for reading, Chris Whitney x2 £88 £ each, Grammarsaurus cpd £650. Maths Lead training Jenny Cook £100, English lead cluster with Jeannie B £300
					£240	LEAD CPD for SEND for TAS
IT platforms	Assessment tools	Cost contribution	£2,000	£1,735	£2,000	Insight subsc £1,535, PXL £52,434, Provision Map £1,140
Total			£11,400	£5,791	£8,620	
Targeted Academic Support	Contribution to Academic mentor and intervention teachers	Cost of tutoring £5,742 Cost of Academic Mentors £36,617	£40,000	£32,842	£40,000	Academic mentor £27,867, Intervention teachers HH £29,802, Anne Emerson £2,839, Sarah Hatter £4,808 = £55,300
	Tutoring				£296	TA Over time - predominantly delivmed by teachers - who did not claim.
	Contribution to Support Staff	TA team	£145,000	£190,000	£155,000	
IT platforms						
	Learning eg RockerBox	Cost contribution	£2,000	£3,640	£2,000	Full subscription values:Rockerbox £1,249, Spelling Shed £568, Ed Shed £332, Wandle £945
	Dynamo Maths		£1,000	£950	£0	Not bought in this year
	Maths	Contribution	£350	£243	£350	Numbots, White Rose etc
	EAL	Contribution	£1,000	£1,000	£1,000	Flash full values £2,350
Total			£189,350	£228,675	£186,648	
Wider Strategies	Breakfast Club	Provisions	£1,250	£1,318	£1,377	
		Staff	£8,000	£6,381	£8,590	
		Income	£2,000	£1,948	£2,137	
	After School Clubs	Contribution	£3,000	£1,693	£806	Staffing - TAs taking clubs - JW, KG, SCE
		Resources/ bought in leaders	£1,000	£0	£0	Covered in Sports Premium for PE coaches
	Contribution to Family Welfare and Attendance Officer		£15,000	£25,000	£25,000	
	Support fund	Uniform, trip contributions, extra curricular opportunities.	£3,000	£1,884	£6,806	Cost of all trips - entries and expenses £12,852, plus all travel £4,205 -less contributions £10,521 = £6,806. Includes Theatre/ Arena visits for all Years 1 to 6
			£2,500	£1,974		
			£2,000	£2,042	£527	Young Voices T-shirts £482, uniform shoes etc £85/
					£1,299	Purchases for CIC from their premium: 2 x lpsds/ Tonibox, 8th equipment
	Social emotional Support	Wellbeing CPD	£1,250	£0	£1,100	Therabuild Training £850/ Behaviour Consult £250
	Boxall	Subscription and Resources	£900	£0	£0	Accessed via BOSS worker - no cost this year.
	Careers	Subscription and Resources	£2,000	£0	£743	Little Peple Big Dreams Library £393, Spark subscription £350. 1st year of Skills Builder free - will pay next year.
Total			£37,900	£38,344	£44,111	
Contingency Funding			£12,000			
		Art Therapy training		£1,480		Not taken this year
		Make a Noise theatre workshop		£1,195	£675	Anti Bullying Week £875
		Futures in Mind		£2,450	£5,500	£3,900 and £2,200 Educational Psychology
	EAL	Teach Mate AI translation		£645	£650	Translation tool and resource maker
	EAL	Widget Images		£295	£295	Illustrative images for visual learners / SEN/ EAL
		Swimming transport contributions		£2,529	£2,794	Transport costs £5,488 less contributions £2,694 = £2,794
Total			£12,000	£8,594	£9,914	
Planned Spend total			£250,650	£272,810	£258,491	
Carry Over			£22,877		£258,491	
Actual Funding Allocated			£273,327		£13,836	Carry Over to 2025 26
Comprised of			£253,591			Pupil Premium Allocation
			£0			Recovery Premium
			£19,736			Carry Over

Summary

Summary

	Plan	Actual
High Quality Teaching	£11,400	£6,820
Academic Support	£189,350	£198,646
Wider Strategies	£37,900	£44,111
Contingency Funding	£12,000	£9,914
Total	£250,650	£259,491
Carry over	£22,677	
Allocation	£273,327	
Comprised of		
Grant	£253,591	
Recovery	£0	
Carry over	£19,736	