

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025** 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	Calton Primary School
Number of pupils in school	500
Proportion (%) of pupil premium eligible pupils	27% (137 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jane Barker Doe
Pupil premium lead	Kirstie Norris – Deputy Head
Governor / Trustee lead	Emma Richardson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	190,000
Recovery premium funding allocation this academic year	£0
School led tutoring	£0
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	£190,000

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupil premium pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that pupil premium pupils' attainment will be sustained and improved alongside progress for their peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the recovery premium for pupils whose education has been worst affected, including non-pupil premium pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Vocabulary - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p><i>On entry to Reception data shows that children require support with speaking and listening</i></p>
2	<p>Attendance –</p> <p>Our attendance data over the last 3 years indicates that attendance among FSM/E6 has been lower than for Non-FSM/E6 pupils.</p> <p>A high percentage of FSM/E6 pupils have been 'persistently absent' Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Social and Emotional challenges</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to external challenges for the families. These challenges particularly affect pupil premium pupils, including their attainment</p>
4	<p>Attainment in Reading, writing and Maths</p> <p>Reception baseline shows that the vast majority of children are not working at expected levels in Reading, writing and maths</p> <p>Attainment across the school for pupil premium children is not in line with national figures</p>
5	<p>SEND needs – 39% of FSM E6 pupils have special educational needs and thus require extra support/interventions/scaffolding</p>

## 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 reading, writing and maths attainment for Pupil Premium pupils at the end of KS1 and KS2.	<p>KS1 outcomes in 2024/25 show that more than 70% of Pupil Premium pupils met the expected standard and that more able pupils are challenged for GDS</p> <p>KS2 outcomes in 2024/25 show that more than 78% of Pupil Premium pupils met the expected standard and that more able pupils are challenged for GDS</p> <p>Phonics data and MTC data for pupil premium children is in line with National data</p>
To achieve and sustain improved attendance for all pupils, particularly our Pupil Premium pupils. The school will fulfil the attendance strategy.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than that for non-pupil premium children nationally</li> <li>• the percentage of all pupils who are persistently absent being in line with that for non – pupil premium children nationally</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our Pupil Premium pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among Pupil Premium pupils</li> </ul>
To provide tuition for Pupil Premium children which focuses on closing the gap in reading, writing and maths	Tuition enables children to close gaps in their learning

## 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: **£97,066 Teaching Assistant percentage cost**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<p><i>High Quality Teaching –</i> All members of staff will have access to high quality CPD based on individual needs and needs of the school.</p> <p>This will include: SEND training, NPQ's for academics, Teaching and Learning, behavioural, SEMH needs, speech and language</p>	1, 2, 3, 4 and 5
SEND provision enhancements	<p><a href="#"><u>Individualised instruction   EEF</u></a></p> <p>A new space with a specialised teacher will support the implementation of individualised instruction</p>	4, 5
Metacognition	<p>Staff continue to develop the principles of metacognition and lesson observations evidence this is used effectively within teaching practice.</p> <p><i>The EEF state that 7+ months progress can be achieved through metacognition approaches</i></p>	1, 4 and 5
Learning Partners	<p><a href="#"><u>Teaching Assistant Interventions   EEF</u></a></p> <p>Increased number of LP's in areas of school where need is high – LP's work is targeted to support the needs of the children</p>	1, 3, 4 and 5

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

Budgeted cost: **£6,000** for reading and Maths targets tuition

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring sessions with in house staff – including one to one reading and maths targets</p>	<p>Tutoring will be targeted to Reading, Writing or Maths dependent on individual need and drawing on the priority areas for development.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Some sessions will be carried out after school for the older children</p>	<p>1, 4 and 5</p>
<p>Speech and Language/Oracy</p>	<p><a href="#">Oral language interventions   EEF</a></p> <p>Speech and Language lead appointed, talk boost implemented in EYFS</p>	<p>1, 3, 4 and 5</p>
<p>A range of pastoral interventions</p>	<p>Groups identified throughout the year: Friendship, Wise owl, Yoga, Social skills, Pyramid Club, Hope to Grow, Winston's Wish, gardening support group, anger management, ELSA programs, Positive behaviour groups, 1-1, mentoring, Bereavement support, Fizzy, Sand tray and Lego, TIC and animal therapy. Jigsaw families will also run.</p>	<p>3</p>

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

Budgeted cost: **£13,000** trips and residentials, **£14, 500** TIC and **59,000** pastoral

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer in post. Continue Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	Children cannot access the full curriculum if they are not attending regularly	4
Trips and Residential funded	The DfE states that 'Extra-curricular activities <b>boost young people's confidence to interact socially with others</b> ; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. The children are also tracked for club attendance in school 30% of Pupil Premium attended a club in the summer term – the target will be for more children to embrace this	1,2,3,4,5,6
Educational Psychology sessions	In order to provide high quality, first class teaching we need to gain the best understanding of children's needs	5
On site counsellor	To support with social and emotional needs.	3

**Total budgeted cost: £ 190, 000**

# 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 2023 to 2024 academic year.

### ACADEMIC

#### Current Data 2024:

##### **Year One**

8 children 14% (3 children SEND = 38%)

**R 38** compared to 13% Reception baseline

**W 38** compared to 13% Reception baseline

**M 50** compared to 13% Reception baseline

##### **Year Two**

22 children = 30% (12 children SEND = 55%)

**R 19** compared to 9% Reception baseline

**W 9** compared to 9% Reception baseline

**M 18** compared to 9% Reception baseline

##### **Year Three**

27 children = 37% (11 children SEND = 41%)

**R 45** compared to 10% Reception baseline (KS1 SCALED SCORE 40)

**W 40** compared to 15% Reception baseline (KS1 TA 40)

**M 45** compared to 5% Reception baseline (KS1 SCALED SCORE 25)



## Year Four

26 children = 30% (15 children SEND = 58%)

**R 31** compared to 0% Reception baseline (KS1 SCALED SCORE 23)

**W 23** compared to 4% Reception baseline (KS1 TA 23)

**M 39** compared to 0% Reception baseline (KS1 SCALED SCORE 27)

## Year Five

27 pupils = 31% ( 5 pupils = 19%)

**R 56** compared to 4% Reception baseline (KS1 TA 56)

**W 44** compared to 4% Reception baseline (KS1 TA 48)

**M 49** compared to 7% Reception baseline (KS1 TA 41)

## Year Six

19 pupils = 24% (6 pupils = 32%)

**R 32** compared to 26% Reception baseline

**W 37** compared to 20% Reception baseline

**M 26** compared to 26% Reception baseline

## Phonics

38% of Year One Pupil Premium children passed the phonics screening in Year 1 compared to 27% EXS reading at the end of EYFS

67% of Year 2 pupil premium children achieved this, for those that still require RWI sessions they are delivered daily

## Key Stage Two

### Reading Pupil Premium

	School 2021	School 2022	School 2023	School 2024
EXS	57%	40%	57%	52%
GDS	14%	13%	9%	19%

## Writing - Pupil Premium

	School 2021	School 2022	School 2023	School 2024
<b>EXS</b>	51%	63%	39%	53%
<b>GDS</b>	11%	10%	4%	10%

## Maths Pupil Premium

	School 2021	School 2022	School 2023	School 2024
<b>EXS</b>	46%	40%	35%	52%
<b>GDS</b>	6%	3%	13%	19%

## **Multiplication check data**

13% of Pupil Premium children achieved full marks compared to 27% Nationally  
The average score for Pupil premium children was 19.8 compared to National of 19.8

## **SOCIAL AND EMOTIONAL**

The Inclusion team worked with over 107 children and their families throughout the academic year. Of those 41 were PP children.

Support provided included:

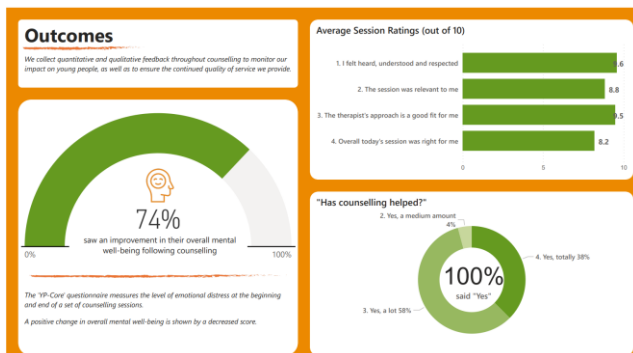
ELSA, Sandplay, 1:1 pastoral sessions, bereavement support; Happy to be me and Wise owl social skills groups, pyramid club, FIZZY, Lego -Express to build, Art pastoral support- Growth Mind set

22 families completed Family Jigsaw and of those 6 were PP families.

15 parents attended a parent course and of those 4 were PP families.

17 children received support from the TIC counsellor of those 7 were PP children.

## **An overview from the TIC onsite counsellor:**



## CATCH UP TUTORING BREAK DOWN

We used School Led tutoring and this was based on the gaps in pupils learning, either phonics, reading or Maths.

The figures in the Reading and Writing section demonstrate progress that children have made in EXS.

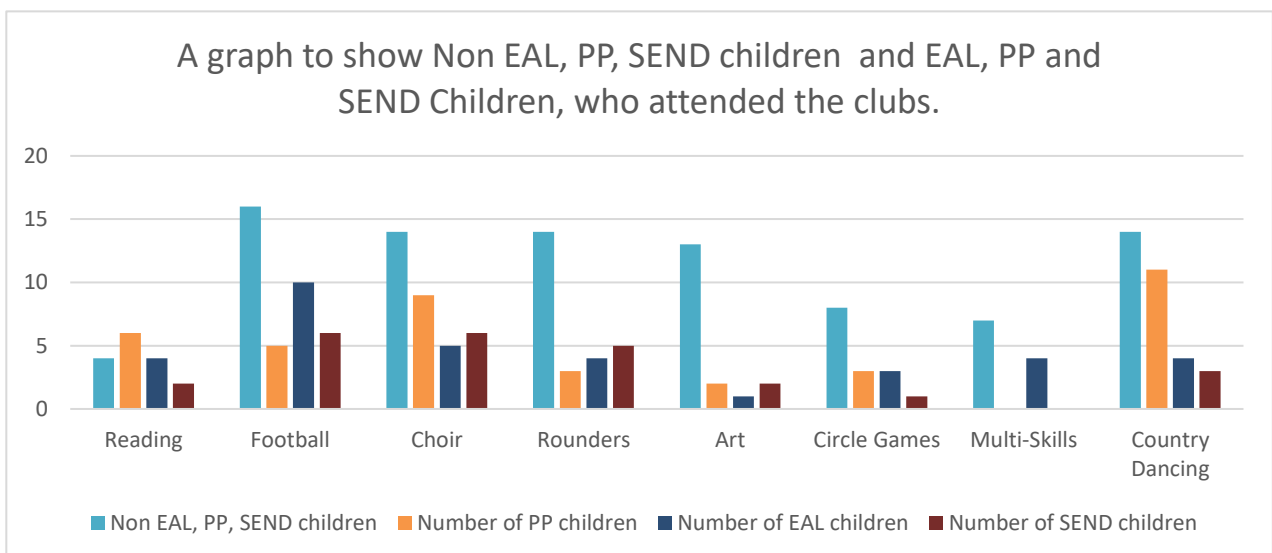
## ATTENDANCE

Attendance for FSM/E6 pupils last academic year was 91.9% compared to National 94.5%.

Attendance meetings, trainings attended. Fining implemented; attendance celebration maximised. Support for families with transport where required.

## CLUBS

### Summer Analysis



## 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
Doodle Maths and Doodle English	Doodle Learning
Numberstacks	Numberstacks
Reading	Oxford Owl
Rest Programme	Jigsaw

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
One to One tuition	On one to one reading and Maths interventions
Emotional support	Regular check ins from the pastoral team
What was the impact of that spending on service pupil premium eligible pupils?	Improved reading and mental maths skills, emotional resilience

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Use the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contact schools with high-performing disadvantaged pupils to learn from their approach.

The schools with the highest performing data are;

- Orrell Lamberhead Green Academy (Wigan)
- St Michael in the Hamlet Community Primary
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on Pupil Premium pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

