

## 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   | The Carlton Junior Academy |
| Number of pupils in school  | 242                        |
| Proportion (%) of pupil premium eligible pupils   | 45%                        |
| 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   | September 2025             |
| Statement authorised by   | Sharon Wood                |
| Pupil premium lead  | Sue Charlesworth           |
| Governor/Trustee lead   | Heather Hallam             |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £160,148 |
| Recovery premium funding allocation this academic year  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £160,148 |

## Part A: Pupil premium strategy plan

### Statement of intent

At The Carlton Junior Academy, equality is a priority. Therefore, we aim to ensure that our teaching and learning meets the needs of all pupils and enables them to reach their full potential. We are also dedicated to ensuring that children who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding. This specifically includes children who are socially disadvantaged – something which Pupil Premium funding can help to address. We are also aware however, that not all children who are eligible for FSM are socially disadvantaged and so funding for these children can be used to address other needs such as academic progress. It is therefore the aim of this strategy, to ensure that children who are entitled to Pupil Premium funding receive the support they are entitled to, so that they are able to make the same achievements and have the same experiences as their peers.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments show that higher ability pupils who are eligible for Pupil Premium attain less well at the end of KS2.  |
| 2                | Internal assessments across the school indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.   |
| 3                | Our attendance data indicates that attendance among disadvantaged pupils has improved but still remains lower than that of non-disadvantaged pupils. This reduces pupils' school hours and impacts on progress. |
| 4                | Observations indicate that disadvantaged pupils have limited experience of the world. This has a significant impact on their vocabulary, comprehension skills and the ability to be creative writers.           |
| 5                | Our observations and records indicate that the wellbeing of many of our disadvantaged pupils is poor, resulting in pupils unable to develop and attain as well as non-disadvantaged pupils.                     |

## 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   |
|---|--|
| The proportion of disadvantaged pupils attaining Greater Depth in Reading, Writing and Maths increases at the end of KS2. | KS2 Reading, Writing and Maths outcomes in 2026/2027 for disadvantaged pupils are comparable to disadvantaged pupils nationally.   |
| The attainment gap in Reading and Writing between disadvantaged and non-disadvantaged pupils narrows across KS2.          | Gaps in KS2 Reading and Writing outcomes in 2026/27 are narrowed and outcomes align more closely.  |
| Attendance for disadvantaged pupils continues to improve.   | Attendance of disadvantaged pupils continues to improve and is sustained. Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed.  |
| Pupils' experiences and aspirations are widened through taking part in a variety of co-curricular activities and visits.  | A higher proportion of disadvantaged pupils attend co-curricular clubs. Pupil voice evidences increased motivation and engagement in learning back in the classroom. Teacher voice evidences increased vocabulary choices, improved comprehension and higher standard of extended writing. |
| Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.               | High levels of wellbeing from 2026/27 demonstrated by pupil voice, parent feedback and teacher observations.   |

## 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: £20,800

| Activity   | Evidence that supports this approach  | Challenge numbers addressed |
|--|---|-----------------------------|
| NPQ qualifications for relevant staff.   | Investing in staff development and them gaining additional qualifications assists with retention of key colleagues - 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending' (EEF Guide to the Pupil Premium – September 2024). | 1, 2                        |
| EME Maths Hub to deliver training and support, led by the National Centre for Excellence in the teaching of Mathematics, to further embed the mastery approach and support teaching throughout school. | EEF – <b>Mastery learning</b> - High impact for very low cost +5 months<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>  | 1                           |
| Trust Writing CPD for staff as part of the Academy Improvement Plan.   | EEF – Supporting and continuous and sustained professional development is crucial to developing teacher practice.   | 1, 2                        |
| Purchase and introduce new 'Pearl  | EEF – <b>Phonics</b> – High impact for very low cost +5 months  | 2                           |

|  |  |      |
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| Phonics' scheme.<br>Additional high quality phonics sessions targeted at disadvantaged pupils who require further phonics support. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  |      |
| Continue to review the curriculum to ensure opportunities for challenge, extension and mastery.                                    | EEF – <b>Mastery learning</b> - High impact for very low cost +5 months<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a> | 1, 2 |

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

Budgeted cost: 74,500

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Identified pupils in Years 5-6 to receive 1:1 or small group tuition delivered by teacher.<br>A significant proportion of the pupils who receive tutoring will be disadvantaged. | EEF – <b>One to one tuition</b> – High impact for moderate cost +5 months<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a><br><br>EEF – <b>Small group tuition</b> – moderate impact for low cost +4 months<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 1, 2                          |

|  |  |               |
|--|--|---------------|
| Targeted in-class support through the use of interventions led by teachers and teaching assistants.    | EEF – <b>Teaching assistant interventions</b> – moderate impact for moderate cost +4 months<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> | 1, 2          |
| Bespoke weekly interventions targeting Year 6 pupils in Maths, Reading and Grammar - delivered by DHT. | EEF – <b>Small group tuition</b> – moderate impact for low cost +4 months<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>   | 1, 2          |
| Structured AFA conversations with parents to support disadvantaged pupils with SEND.                   | EEF – <b>Parental engagement</b> – moderate impact for very low cost +4 months impact.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>                                | 1, 2, 3, 4, 5 |

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

Budgeted cost: 66,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continue to review current co-curricular offer and track disadvantaged pupils' engagement with clubs. | EEF – Extra-curricular activities are an important part of education.<br>EEF – <b>Arts participation</b> – moderate impact for very low cost +3 months<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> | 4                             |

|  |   |   |
|--|---|---|
|  | <p>EEF – <b>Physical activity</b> - +1 month</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>   |   |
| Subsidise music lessons for disadvantaged pupils.  | <p>EEF – <b>Arts participation</b> – moderate impact for very low cost +3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>   | 4 |
| Pupils engage with trust-wide opportunities/ competitions across the curriculum.                                   | <p>EEF – <b>Arts participation</b> – moderate impact for very low cost +3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>EEF – <b>Physical activity</b> - +1 month</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>                                 | 4 |
| Continue to improve emotional well-being of disadvantaged pupils through the use of yoga and mindfulness sessions. | <p>EEF – <b>Social and emotional learning</b> – moderate impact for very low cost +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF – <b>Physical activity</b> - +1month</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> | 5 |
| Emotional support for disadvantaged/ SEND pupils through teaching assistant support and a nurture lunchtime club.  | <p>EEF – <b>Social and emotional learning</b> – moderate impact for very low cost +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF – <b>Behaviour interventions</b> – moderate impact for low cost +4 months</p>   | 5 |

|  |   |   |
|--|---|---|
|  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>   |   |
| Social and emotional support sessions delivered by the family support worker.  | EEF – <b>Social and emotional learning</b> – moderate impact for very low cost +4 months<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> | 5 |
| Continue with attendance incentives through the use of in-school rewards and the Redhill Academy Trust Attendance Officer.<br>Target Persistent Absentee families. | EEF – Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.   | 3 |
| Contingency  | Historically, we know we require a small amount of money to support Pupil Premium children with ongoing needs such as visits and residential.   | 4 |

**Total budgeted cost: £161,350**



# 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.

### **The attainment gap between disadvantaged and non-disadvantaged pupils narrows in Reading, Writing and Maths.**

Good progress towards this outcome has been achieved.

End of KS2 outcomes:

- In Reading, 79% of disadvantaged pupils achieved EXS compared to 89% of non-disadvantaged pupils.
- Disadvantaged pupils performed better than disadvantaged pupils nationally (79% v 63%).
- Disadvantaged pupils performed better than disadvantaged pupils locally in Nottinghamshire (79% v 60%) and in Gedling (79% v 65%).
  
- In Writing, 79% of disadvantaged pupils achieved EXS compared to 86% of non-disadvantaged pupils.
- Disadvantaged pupils performed better than disadvantaged pupils nationally (79% v 59%).
- Disadvantaged pupils performed better than disadvantaged pupils locally in Nottinghamshire (79% v 57%) and in Gedling (79% v 60%).
  
- In Maths, 67% of disadvantaged pupils achieved EXS compared to 80% of non-disadvantaged pupils.
- Disadvantaged pupils performed better than disadvantaged pupils nationally (67% v 59%).
- Disadvantaged pupils performed better than disadvantaged pupils locally in Nottinghamshire (67% v 59%) and in Gedling (67% v 63%).
  
- In Reading, Writing and Maths Combined, 62% of disadvantaged pupils achieved EXS compared to 80% of non-PP pupils.
- Disadvantaged pupils performed better than disadvantaged pupils nationally (62% v 46%).
- Disadvantaged pupils performed better than disadvantaged pupils locally in Nottinghamshire (62% v 44%) and in Gedling (62% v 51%).

Although there remains an attainment gap at the end of KS2, the disadvantaged gap has narrowed over the past two years.

### **The proportion of disadvantaged pupils attaining Greater Depth in Reading, Writing and Maths increases at the end of KS2.**

Good progress has been made towards this outcome.

- In Reading, 25% of PP pupils achieved HS. This was higher than in 2023.
- In Writing, 12% of pupils achieved GDS. This was higher than in 2023.
- In Maths, 17% of pupils achieved HS. This was slightly slower than in 2023 but Maths for all pupils was lower.

### **Attendance for disadvantaged pupils improves.**

Good progress has been made towards achieving this outcome.

- New attendance initiatives were embedded to continue to raise the profile in school.
- Attendance officer targeted and supported families of pupils who were persistent absentees.
- Attendance for disadvantaged pupils in 2022-2023 was 91.7% compared to 94.87% for

non-disadvantaged pupils.

- Attendance for disadvantaged pupils in 2023-2024 was 92.42% compared to 95.64% for non-disadvantaged pupils, showing an improvement from the previous year.
- Attendance for disadvantaged pupils is higher than the Nottinghamshire FSM6 average of 89.9%.

**Pupils’ experiences and aspirations are widened through taking part in a variety of extra-curricular activities and visits.**

Good progress has been made towards achieving this outcome.

- A variety of sporting and arts clubs were on offer to our disadvantaged pupils and they were supported and encouraged to attend by staff. As a result, the proportion of disadvantaged pupils attending co-curricular clubs increased, particularly those involving sports.
- There was no gap in attendance at clubs between disadvantaged and non-disadvantaged pupils.
- All pupils experienced orienteering at a local country park as organised by the P.E. specialist.
- A new residential for Year 4 pupils took place for the second year running in the spring term.

**Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

Good progress has been made towards achieving this outcome.

- The emotional wellbeing of pupils has been supported through mindfulness and yoga sessions, taught by a qualified yoga teacher.
- The JIGSAW PSHRE scheme was used effectively across the school to support and develop pupils’ emotional wellbeing. In pupil voice, pupils were able to articulate various ways their mental wellbeing is supported in school.
- Weekly sessions with the family support worker were provided for many of our disadvantaged pupils. Conversations with parents revealed how valuable the sessions are for their children.
- There is a significant increase in participation in enrichment activities, in line with non-disadvantaged pupils.

## 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? |         |

|  |  |
|--|--|
| What was the impact of that spending on service pupil premium eligible pupils? |  |
|--|--|

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*