

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	The Carlton Junior Academy
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sharon Wood
Pupil premium lead	Sue Charlesworth
Governor/Trustee lead	Michelle Sills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,204
Recovery premium funding allocation this academic year	£0
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	£163,204

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: £22,000

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 – Mastery learning - High impact for very low cost +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	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 – Phonics – High impact for very low cost +5 months	2

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

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

Budgeted cost: £75,000

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. A significant proportion of the pupils who receive tutoring will be disadvantaged.	EEF – One to one tuition – High impact for moderate cost +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF – Small group tuition – moderate impact for low cost +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Targeted in-class support through the use of	EEF – Teaching assistant interventions – moderate impact for moderate cost +4 months	1, 2

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

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

Budgeted cost: £66,204

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. EEF – Arts participation – moderate impact for very low cost +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF – Physical activity - +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4

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

sessions delivered by the family support worker.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Continue with attendance incentives through the use of in-school rewards and the Redhill Academy Trust Attendance Officer. 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: £163,204

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 2024 to 2025 academic year.

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

Very good progress has been made towards this outcome.

- In Reading, 27% of disadvantaged pupils achieved HS. This was higher than in 2024.
- In Writing, 13% of disadvantaged pupils achieved GDS. This was higher than in 2024.
- In Maths, 30% of disadvantaged pupils achieved HS. This was higher than in 2024.

The attainment gap in Reading and Writing between disadvantaged and non-disadvantaged pupils narrows across KS2.

Good progress has been made towards this outcome at the end of KS2.

- In Reading, 87% of disadvantaged pupils achieved EXS compared to 90% of non-disadvantaged pupils (gap 3%)
- In Writing, 77% of disadvantaged pupils achieved EXS compared to 87% of non-disadvantaged pupils (gap 10%)
- In Maths, 83% of disadvantaged pupils achieved EXS compared to 80% of non-disadvantaged pupils (gap +3%)
- In RWM Combined, 77% disadvantaged pupils achieved EXS compared to 80% of non-disadvantaged pupils (gap 3%)

Attendance for disadvantaged pupils continues to improve.

- New attendance initiatives were embedded to continue to raise the profile of attendance in school.
- Attendance officer targeted and supported families of pupils who were persistent absentees.
- Attendance for disadvantaged pupils in 2024-2025 was 91.29% compared to 96.49% for non-disadvantaged pupils, showing a slight decrease from the previous year.

Pupils' experiences and aspirations are widened through taking part in a variety of co-curricular activities and visits.

Good progress has been made towards achieving this outcome.

- A further variety of sporting and arts clubs were on offer to our disadvantaged pupils and they were supported and encouraged to attend by staff.
- 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 third year running in the spring term.
- A wealth of visits and in-school enrichment opportunities took place to enhance the curriculum.
- Attendance at trust-wide events, such as poetry performances and reading quizzes.

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 Year 6 pupils has been supported through yoga sessions, taught by a qualified yoga teacher.
- Pupils took part in mental health and wellbeing sessions led by the Mental Health Support Team.
- 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 sustained participation in co-curricular 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.