

# Pupil premium strategy statement – Caroline Haslett Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paul Quinton Headteacher
Pupil premium lead	Charlotte Cooper
Governor / Trustee lead	Jo Cleary

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£229,794
<b>Total budget for this academic year</b>	<b>£379,159</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and governors at Caroline Haslett School accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are dedicated to bridging the gap between vulnerable groups and their peers, and the pupil premium grant forms a vital part of this process. Our intention is that all pupils, regardless of their background, or the challenges they face, make good or better progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils, including those who are high attainers, to achieve that goal.

Our curriculum is thoughtfully created to provide all pupils with a variety of culturally enriched learning opportunities, fostering the growth of each individual. This approach equips students for the next phase of their educational journey and helps to ensure our children develop as well rounded individuals.

We are an inclusive school and quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap, and will also benefit the non-disadvantaged pupils in our school, as well as the intention that disadvantaged pupils will achieve as well academically as their non-disadvantaged peers. We also consider other factors which could affect their development as a whole, such as their self esteem and their future aspirations.

We aim to utilise Pupil Premium funding to provide disadvantaged pupils with exceptional educational opportunities which supports their personal, social, and academic success. We understand that disadvantaged children may encounter barriers to their learning and we are committed to addressing these challenges. Our goal is to ensure that every child in our school benefits from high-quality teaching, engaging learning experiences, and enriching life opportunities tailored to their needs.

Our approach is based on a clear understanding of the needs of our pupils, the strategies that have the greatest impact and a cycle of assessment. This allows us to reflect, review and change our approach accordingly.

To ensure strategies are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- respond in a timely manner to intervene when an area of need is identified;
- adopt a whole school approach where staff take responsibility for disadvantaged pupils' outcomes;

- have high expectations of achievement.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance:</b></p> <p>Through weekly and termly monitoring, we have found that attendance of our disadvantaged children, as a group, is lower than the whole school. Discussions with teachers and data analysis, show that poor attendance is having an impact on the progress of attainment of our disadvantaged children.</p>
2	<p><b>Attainment in Reading, Writing and Maths:</b></p> <p>Through data analysis and book scrutinies, this academic year shows that across the school more disadvantaged pupils are working below age related expectations in Reading, Writing and Maths when compared to their non-disadvantaged peers. These children require targeted academic support to enable them to succeed and match the successes of their non-disadvantaged peers. This support will be carefully planned and closely monitored to ensure all children are making accelerated progress.</p>
3	<p><b>Engagement and Participation:</b></p> <p>Further participation is required to increase parental engagement regarding academic achievement and cultural capital opportunities. Improving opportunities available and engagement in wider-school activities for disadvantaged children is important and can be provided through the financial support of the pupil premium.</p>
4	<p><b>Well-being and pastoral support:</b></p> <p>Observations, and discussions with pupils and parents, indicate that the wellbeing of many of our disadvantaged pupils is impacting negatively on their overall progress. We have identified social and emotional issues for many pupils, along with a lack of enrichment opportunities within their wider lives. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p><b>Additional needs:</b></p> <p>Through the monitoring of our pupil premium register, it seems many of our disadvantaged children also fit into another group with additional needs</p>

	including speech and language, social skills, poor working memory, mental health concerns, EAL or SEND needs.
6.	<p><b>Covid:</b></p> <p>Covid19 outbreak in 2020-21 meant that current pupils have had two disruptive and inconsistent school years which for many enhanced existing concerns and widened the attainment gap between PP children and their non-PP peers.</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
1. To accelerate progress in order to raise attainment in reading, writing and maths for all disadvantaged pupils, so that they are achieving in line with their non disadvantaged peers, and to sustain this.	<ul style="list-style-type: none"> <li>-Ensure every pupil premium child is involved in regular interventions that close gaps and/or accelerate learning.</li> <li>-Where needed, 1:1 tuition and booster groups to be provided before or after school.</li> <li>-Implement a new phonic scheme ELS to help address misconceptions and/or accelerate learning in reading.</li> </ul>
2. To sustain improved attendance for disadvantaged pupils so that it is more in line with their non disadvantaged peers.	<ul style="list-style-type: none"> <li>-Monitor and ensure attendance data shows sustained high attendance for disadvantaged children - target to be 95% or above - therefore reducing the attendance gap between the disadvantaged and non disadvantaged pupils.</li> <li>-Identify key children's attendance/punctuality and support families to ensure the attendance improves.</li> </ul>
3. To ensure our disadvantaged pupils are provided with a wide range of enrichment opportunities.	<ul style="list-style-type: none"> <li>-Encourage every pupil premium child to be involved regularly in at least one after school club per term, gaining experience in different activities. PP families are eligible to one free club a week. Class teachers to actively encourage PP children to join a club.</li> <li>-Ensure a high number of pupil premium children will be involved in enrichment activities led by the school. e.g. school trips, theme days and residential. All PP families are eligible for 50% off school trips.</li> <li>-Encourage PP children to take up music tuition which is funded by the school should they choose to not access their one free club a week.</li> </ul>

<p>4. To improve engagement with pupil premium families by ensuring they understand the support available and have more opportunities to communicate with the school.</p>	<ul style="list-style-type: none"> <li>-Ensure the school communicates regularly with pupil premium families and builds on positive relationships.</li> <li>-Ensure families are aware of the support available by regularly signposting opportunities.</li> <li>-Encourage pupil premium families to attend school events and gain an improved understanding of their child's school and ethos. If unable to attend, families are signposted to relevant information.</li> </ul>
<p>5. To ensure that pupil premium children are actively targeted so they can reach their full potential.</p>	<ul style="list-style-type: none"> <li>-All Pupil Premium children books to be marked first.</li> <li>-All PP children will be targeted first when hot marking, rotating around the room or working with a guided group.</li> <li>-All PP children will be considered for intervention to address any arising misconceptions or as an opportunity to enhance their learning further.</li> <li>- Pupil Premium children and families have increased communication with the school, in particular the school's learning mentor.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 226,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High quality teaching</b></p>	<p>EEF: <i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</i></p>	<p>2, 5, 6</p>

<b>Continued implementation and embedding of the new robust phonics scheme - ELS</b>	EEF: <i>Key findings: 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	2, 5, 6
<b>Targeted academic support</b>	We will use the EEF approach to provide support to improve attainment outcomes, particularly for disadvantaged students.  The EEF suggests three ways of maximising teaching quality: <i>1. High quality daily teaching. This may be using teaching assistants, SLT members, specialist teachers or classroom teachers operating focus/guided groups. - Staff training will make all staff aware of this approach and the reflective questions used to enhance practice.</i> <i>2. Focus on improving literacy and mathematics outcomes.</i> <i>3. Using diagnostic assessment to address learning gaps; securing professional development.</i>	2, 5, 6

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

Budgeted cost: £ 108,159

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Reading Tuition</b> <ul style="list-style-type: none"> <li>• Small group structured interventions in reading by a qualified teacher in the afternoons</li> <li>• Before and after school booster sessions in reading (1:1 and small group)</li> </ul>	The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an	2, 5, 6

<ul style="list-style-type: none"> <li>• SEN TA to work with disadvantaged SEN children</li> </ul>	<p>effective pupil premium strategy.</p> <p>The EEF Toolkit states:  <i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p>	
<p><b>Maths Tuition</b>  Small group structured interventions in maths by a qualified teacher in the afternoons</p> <ul style="list-style-type: none"> <li>• Before and after school booster sessions in maths.</li> <li>• SEN TA to work with disadvantaged SEN children</li> </ul>	<p>The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>The EEF Toolkit states:  <i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p>	2, 5, 6
<p><b>Writing Tuition</b>  Small group structured interventions in writing by a qualified teacher in the afternoons</p> <ul style="list-style-type: none"> <li>• SEN TA to work with disadvantaged SEN children</li> </ul>	<p>The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>The EEF Toolkit states:  <i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p>	2, 5, 6

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b> Embedding principles of good practice set out in the DfE's Improving School Attendance advice, including having high expectations for attendance and conveying clear messages about how attendance affects attainment. Learning Mentor to meet with parents/ carers of disadvantaged pupils with persistent absence to seek ways to improve this, including agreeing and signing an attendance contract.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting the Attainment of Disadvantaged Pupils [Sharp, Macleod, Bernardinelli NFER 2015] stresses the importance of addressing attendance.</p> <p>Key for School Leaders 'Research into how attendance can impact attainment' states: The Department for Education [DfE] published research in 2016 which found that pupils with no absence are 1.3 times more likely to reach the expected standard at key stage 2 and 3.1 times more likely to achieve the higher standard.</p>	<p>1, 4</p>
<p><b>Increased enrichment opportunities for disadvantaged children</b></p> <ul style="list-style-type: none"> <li>-Provision of a range of free extra-curricular clubs. If a cost, PP eligible to 1 free club a week.</li> <li>-encouragement to take up subsidised music tuition.</li> <li>-provision of subsidised residential trips in Years 4 and 6.</li> <li>-provision of subsidised school trips (50%)</li> <li>-Increase opportunities</li> </ul>	<p>Nuffield Foundation - The Value of After school Clubs for Disadvantaged Children found: Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self esteem and fitness, as well as providing opportunities for new experiences, socialising and en-joyment.</p> <p>EEF Toolkit [Arts Participation] states: There is intrinsic value in teaching pupils creative and perform-ance skills and ensuring disadvantaged pupils access a rich and stimulating arts</p>	<p>3, 4</p>

<p>and support for disadvantaged children to take up leadership roles within school:</p> <ul style="list-style-type: none"> <li>• Junior Park Rangers.</li> <li>• Sports Council</li> <li>• School Council</li> <li>• Digital Leaders</li> </ul> <p>-To support with anxiety and promote general wellbeing, dis-advantaged pupil will have access to a pastoral mentor within their key stage.</p>	<p>education. The Impact of School Leadership on Pupil Outcomes [NCSL]</p>	
<p><b>Targeted provision for PP children:</b></p> <p>Pupil premium lead to track and monitor the overall support to disadvantaged pupils and ensure that this is having a positive impact on their academic achievement and their wellbeing. This will be done through lesson observations, discussions with pupils, book/planning scrutinies and relevant data analysis. This also includes analysing attendance data.</p> <p>Supply cover needed to release PP lead to fulfil this role.</p>	<p>In the EEF toolkit, it states that feedback is a well-evidenced strategy and has a high impact on learning outcomes. Effective feedback provides specific information and how to improve. Supporting the Attainment of Disadvantaged Pupils [Sharp, Macleod, Bernardinelli NFER 2015] States: More successful schools also monitor the success of their support strategies and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced.</p>	<p>4</p>

**Total budgeted cost: £ £379,159**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Target 1, 2 and 3:

Our internal assessments during 2024-25 suggested that the performance of disadvantaged children was lower in the core subjects in the majority of year in the majority of all year groups apart from Year 4.

The gap between PP and non-PP children remains a focus area in most parts of the school however the attainment gap has started to close for both EXP and GD in many areas. This can be seen within termly data reports.

2024/2025 Attainment	Reading [Above]	Writing: [above]	Maths [above]
<b>Year 1:</b>			
54% of PP children have an additional need			
Pupil Premium (13 children)	64% [7%]	40% [0%]	67% [7%]
Non-Pupil Premium	79% [28%]	72% [18%]	82% [33%]
% difference	-15% [-21%]	-32% [-18%]	-15% [-26%]
<b>Year 2:</b>			
67% of PP children have an additional need			
Pupil Premium (18 children)	68% [16%]	71% [14%]	71% [33%]
Non-Pupil Premium	79% [32%]	73% [27%]	78% [38%]
% difference	-11% [-16%]	-2% [-13%]	-7% [-5%]
<b>Year 3:</b>			
60% of PP children have an additional need			
Pupil Premium (15 children)	69% [23%]	45% [0%]	54% [15%]
Non-Pupil Premium	80% [31%]	63% [13%]	80% [33%]
% difference	-11% [-15%]	-20% [-13%]	-26% [-18%]
<b>Year 4:</b>			
44% of PP children have an additional need			
Pupil Premium (16 children)	81% [38%]	75% [25%]	94% [50%]
Non-Pupil Premium	92% [41%]	87% [26%]	93% [46%]
% difference	-11% [-3%]	-12% [-1%]	+1% [+4%]
<b>Year 5:</b>			
44% of PP children have an additional need			
Pupil Premium (16 children)	77% [6%]	47% [7%]	47% [6%]
Non-Pupil Premium	74% [21%]	61% [16%]	69% [21%]
% difference	+3% [-15%]	-14% [-9%]	-22% [-15%]

#### **Target 4:**

The below figures show that our PP children's attendance improved during the last academic year and in turn closed the attendance gap between our PP and non-PP children.

#### **Academic Year 2022/2023**

Whole School attendance = 94.98%

PP Children attendance = 93.89%

#### **Academic year 2023/2024**

Whole School attendance = 96.13%

PP Children attendance = 94.72%

#### **Academic year 2024/2025**

Whole School attendance = 96.12%

PP Children attendance = 94.95%

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Testbase	AQA
Nelson Handwriting	Oxford Owl

Maths.co.uk	Orchard Digital Ltd
Spag.com	Orchard Digital Ltd
White Rose Premium	White Rose Maths
TT Rockstars/Numbots	Maths Circle
Chiranga	Out of the Ark Music
Literacy Shed Plus	EdShed

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

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