

# Pupil premium strategy statement – Carr Head 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	203
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 <b>2025-26</b> 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Board
Pupil premium lead	Sharon Nicholson
Governor / Trustee lead	Katherine Brindle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£64,980

# Part A: Pupil premium strategy plan

## Statement of intent

At Carr Head Primary School, we are committed to ensuring that all pupils, regardless of background or challenges they face, make excellent progress and achieve high academic standards. The pupil premium finding is used to support disadvantaged pupils and to close the attainment gap between them and their peers. It is our intention that Carr Head Primary School is a place where all children thrive, irrespective of their background or the challenges they face. We aim for all children to make good progress and achieve high attainment across all subject areas. As with every pupil in our care, a pupil who is in receipt of pupil premium is valued, respected and entitled to develop to their full potential.

We recognise that disadvantaged pupils face a range of barriers, and our approach is rooted in high expectations, evidence-based interventions, and quality first teaching.

Our priorities focus on:

- Ensuring high-quality teaching for all
- Targeted academic support
- Wider strategies to address non-academic barriers to success in school

We adopt a tiered approach, aligned with the Education Endowment Foundation (EEF) framework, to secure lasting impact and improve long-term outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and punctuality
2	Lower attainment in reading, writing and maths compared to peers: internal data points to the need to improve outcomes for disadvantaged pupils with SEND
3	Social, emotional, and mental health (SEMH) needs impacting engagement
4	Financial limitations of the family situation
5	Limited parents' engagement with learning at home

## 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 attendance and punctuality amongst PP pupils	Attendance of PP pupils at or above 96%; reduction in persistent absenteeism
Accelerated progress in reading, writing, and maths for PP pupils, especially those with SEND	Attainment gap narrowed; increased percentage achieving at least good levels of progress
Improved emotional well-being and readiness to learn	Pupil voice surveys show positive engagement; reduced behavioural incidents logged
Financial barriers to the development of capital culture are removed for PP pupils; access to enrichment activities within the curriculum are increased	Evidence shows that children have increased access to enrichment activities
Increased parental engagement	Higher attendance at parent workshops, parents' evenings; improved reading logs and homework return rates

## 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: £18,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD on the EEF's 'Five a Day – Supporting High Quality Teaching for Children with SEND'	EEF's SEND in Mainstream Schools guidance report	2
Teachers empowered to use formative and summative	EEF's SEND in Mainstream Schools guidance report	2

assessment information they collect to effectively plan the next steps for teaching that child.		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £24,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy TAs in ways that enable all pupils to access high-quality teaching	The EEF's guidance report 'Making Best Use of Teaching Assistants'	2
Deploy TAs to scaffold learning and to develop pupils' independence	The EEF's guidance report 'Making Best Use of Teaching Assistants'	2
Engage all staff in the process of implementing effective TA deployment	The EEF's guidance report 'Making Best Use of Teaching Assistants'	2

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

Budgeted cost: £21,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop strategies to communicate effectively with families regarding attendance and punctuality, and engagement with learning at home	EEF's 'Supporting School Attendance'	1 and 5
Pastoral Lead / Attendance officer to deliver targeted interventions to	EEF's 'Supporting School Attendance'	1 and 5

supplement universal provision		
Plan, support, develop, and monitor SEL provision (Social and Emotional Learning)	EEF's 'Improving Social and Emotional Learning in Primary Schools' and 'Social and Emotional Learning – Teaching and Learning Toolkit'	3
Financial support provided for most disadvantaged pupils to enable access to trips/ residential stays promoting the development of cultural capital	EEF's 'Physical activity' Teaching and Learning Toolkit strand	4

**Total budgeted cost: £64,981**

## Part B: Review of the previous academic year (2024-25)

### Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Evaluation
<p>To ensure that the outcomes for disadvantaged pupils are at least in line with their peers across reading, writing and maths through ensuring high quality teaching is consistent across school including adaptive teaching strategies and targeted interventions.</p>	<p>Tracking assessment and observations indicate that gaps between those children in the disadvantaged groups and their non-disadvantaged peers have narrowed, especially in writing.</p>	<p>The gap between pupils in the disadvantaged group continues, especially for boys. This is significant in those year groups with high percentages of PP children.</p> <p>Mobility during 2024-25 was high for this school – this had a significant impact on the percentages of pupils in the PP group in some year groups and the data outcomes for that year group.</p> <p>We are seeing increasingly low baselines coming into our EYFS stage.</p> <p>We are also seeing increased demand for pastoral support for children and families.</p>
<p>To ensure that the provision to address SEMH meets the needs of the most vulnerable pupils, enabling them to access quality first teaching.</p>	<ul style="list-style-type: none"> <li>• The current Behaviour Policy is reviewed and developed into a 'Relational Policy'. The new policy is embedded into the culture and common practice of the school.</li> <li>• Exclusions are in line with or below national averages.</li> <li>• Effective IBPs are in place and episodes of</li> </ul>	<p>School's Behaviour Policy has been reviewed and is now a 'Behavioural and Relationship Policy' giving recognition to the fact that positive relationships are the core of high levels of behaviour in a school. The new policy is becoming increasingly embedded into</p>

	<p>crisis for identified children are reduced.</p> <ul style="list-style-type: none"> <li>• Children across school demonstrate resilience and positive behaviour for learning and within relationships across school.</li> </ul>	<p>the culture and common practice in school.</p> <p>Where behaviour becomes a concern, concerns are acted upon promptly and outside agencies are involved where appropriate to alleviate the risk of exclusion.</p> <p>Effective IBPs are in place for those children who need them. These are reviewed on an on-going basis so that the child's experience is positive and builds self-esteem.</p> <p>Most children across school demonstrate resilience and positive behaviour for learning. Where children struggle, appropriate support is put in place. School works closely with families to encourage shared goals and strategies between home and school.</p>
<p>To develop children's cultural capital as part of the Carr Head Curriculum offer.</p>	<ul style="list-style-type: none"> <li>• The curriculum is reviewed and developed and incorporates enrichment opportunities that develop cultural capital.</li> <li>• Extra-curricular opportunities are extended and monitored to ensure equality of opportunity.</li> <li>• No pupil is prevented from attending residential</li> </ul>	<p>Extra-curricular activities have been extended and include a range of activities open to all children.</p> <p>Each year group will have a trip linked to the curriculum as part of our curriculum offer (2025-26).</p> <p>Opportunities to be involved in the local community, thus enriching</p>

	<p>or day visits due to funding concerns.</p>	<p>the curriculum further, have been developed.</p> <p>Pupils have benefitted from a range of enrichment activities in school time including visitors, music and the development of the outdoor curriculum (including gardening and forest school).</p> <p>No pupil is prevented from attending any visits due to funding concerns.</p>
<p>To improve attendance by addressing cases of 'persistent absence'.</p>	<ul style="list-style-type: none"> <li>• Identified children / families with persistent absence are addressed so that these children's attendance improves.</li> <li>• Overall attendance percentage increase to at least 96%.</li> <li>• Punctuality issues are addressed and reduced so that children do not miss learning in school.</li> </ul>	<p>A new attendance policy has been implemented. This has led to increased attendance across school – in 2024-25, attendance stood at 96%.</p> <p>There are still issues with persistent attendance and the attendance of the FSM still runs below that of non-FSM. This is an on-going priority next year.</p>