

## Pupil premium strategy statement – Carlinghow Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	254 ( plus 21 in nursery and 2 year olds)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021- 2024
Date this statement was published	September 2021
Date on which it will be reviewed	June 2023
Statement authorised by	Dani Worthington
Pupil premium lead	Marie Fishwick
Governor / Trustee lead	Diane McConnell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,032
Recovery premium funding allocation this academic year	£19,896
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£210,928</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Carlinghow Academy we aim to ensure that all pupils are equipped with the knowledge, skills and cultural capital they need to succeed in life. It is our intention that children will achieve the best possible outcomes and are fully prepared for the next stage of their education.

Our Pupil Premium strategy is informed by high quality research to ensure we provide best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. One of the biggest barriers to learning for our disadvantaged pupils is the lack of wider experiences and therefore, as a school we aim to maximise our opportunities to provide those experiences through our curriculum design and wider school offer.

### Challenges

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

Challenge number	Detail of challenge
1	Following the pandemic we have seen an increase in numbers of pupils requiring social and emotional support in order fully engage in learning
2	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 50-90%. 55% of Persistence Absentees were disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of

	<p>opportunities to benefit from the wider experiences – many of our disadvantage pupils have not been provided with wider experiences outside of school and these experiences have been limited further with the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. As a school we need to engage children with their learning and provide these pupils with experiences that will provide them with a cultural capital they need to succeed in life.</p> <p>Teacher referrals for support remain relatively high.87 pupils (65 of whom are disadvantaged) currently require additional support with social and emotional needs, with 25 (23 of whom are disadvantaged) receiving small group interventions.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for.</p> <p>There has been limited opportunities for the school to engage with parents in person throughout the pandemic and as the school macadamised particularly for some of our disadvantaged families. Engaging and generating support from parents for our disadvantage learners will secure increased rates of progress. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
5	<p>Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 80% - 90% of our disadvantaged pupils arrive below age-related expectations compared to 40 - 50% of other pupils. This gap remains steady to the end of KS2.</p>
6	<p>Internal and external assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 80 - 90% of our disadvantaged pupils arrive below age-related expectations compared to 55 - 65 % of other pupils. This gap remains steady to the end of KS2.</p>
7	<p>Internal and external assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 85 - 95% of our disadvantaged pupils arrive below age-related expectations compared to 65 - 75% of other pupils. This gap remains steady to the end of KS2.</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
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>For example -All children will be emotionally ready to learn and fully engaged in the curriculum.</p>	<p>CPOMS tracking shows fewer behaviour incidents</p> <p>Children, parent and staff surveys evidence a positive attitudes to learning and behaviour</p> <p>End of year data reflects good or better for progress vulnerable/pupil premium children</p> <p>Sustained high levels of wellbeing by 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 reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• A significant decrease in the number of children needing referrals as Early Interventions will be in place.</li> </ul>
<p>All children will have a wider range of opportunities and experiences to enable them to access the curriculum with their non-pupil premium peers.</p>	<p>Data will evidence the impact of the opportunities and experiences provided in writing and topic work.</p>
<p>Pupil Premium children are supported by parents in the home with reading and homework.</p> <p>Parents have a positive attitude towards their child's learning and engage with school.</p>	<p>Reading records show increased parental engagement.</p> <p>SeeSaw tracking evidences parental engagement.</p> <p>Attendance at school events and workshops show a good level of parental engagement.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <p>The overall unauthorised absence rate for all pupils to be in line or above national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 30%.</p> <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>Pupil Premium pupils achieve at or above national average progress scores in KS2.</p> <p>Attainment data shows Pupil Premium children are achieving at or above the national expectations in EYFS, KS1 and KS2.</p> <p>Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan.</p>
<p>Improved Reading attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 Reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>Pupil Premium pupils achieve at or above national average progress scores in KS2.</p> <p>Attainment data shows Pupil Premium children are achieving at or above the national expectations in EYFS, KS1 and KS2.</p> <p>Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>Pupil Premium pupils achieve at or above national average progress scores in KS2.</p> <p>Attainment data shows Pupil Premium children are achieving at or above the national expectations in EYFS, KS1 and KS2.</p> <p>Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan.</p>

### 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

Budgeted cost: **£68,808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the Training and coaching on EEF metacognition and self-regulation report</p>	<p>Staff will continue to use metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly. They will teach pupils specific strategies for planning, monitoring, and evaluating their own learning.</p> <p>Interventions will be designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p><a href="#">EEF - Evidence-Summaries/Metacognition and-Self-regulation</a></p> <p>Evidence suggests the use of 'metacognitive strategies' which get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when used well. It has found that the potential impact of these approaches is very high, particularly for disadvantaged pupils. This report reviews the best available research to offer practical advice on how to develop pupils' metacognitive skills and knowledge, including recommendations in seven areas and 'myth busting' common misconceptions teachers have about metacognition.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p>	<p>1, 5, 6, 7</p>
<p>Programme of CPD for all classroom staff around 2022/2023 emphasis on ETA training ( in house)</p> <p>QFT across all subjects.</p>	<p>High Quality teaching improves outcomes the latest report from the EEF provides guidance on how to implement professional development programmes with care, taking into consideration the context and needs of the school</p> <p><a href="#">EEF - Effective Professional Development</a></p>	<p>1,3, 5, 6</p>

	<p>Teachers and ETA's will benefit from effective CPLD using the findings from 'Developing Great Teaching'. In using these recommendations it is more likely that it the CPLD will have a lasting impact on teacher practice and student outcomes.</p> <p><a href="#">Developing Great Teaching-Summary</a></p> <p>This report looks at the effects of high quality professional development on teacher and students. The research sheds light on what is working and where further progress needs to be made. The research and analysis spans a young person's journey from the early years through to entry to the labour market</p> <p><a href="#">EPI-Wellcome_CPD-Review_2020.pdf</a></p>	
<p>Teacher Feedback to improve Learning through typicality and in house monitoring</p>	<p>In teachers providing meaningful feedback it supports pupil progress, builds learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This guidance report aims to move beyond this and focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery.</p> <p><a href="#">EEF - Guidance-reports - Feedback</a></p>	<p>5, 6, 7</p>
<p>Improving standards in Literacy EYFS, KS1, KS2 with a focus on upskilling our ETA's</p>	<p>This Preparing Literacy guidance report is specific to 3 to 5 year olds and supports our EYFS staff with practical evidence-based recommendations to provide every child (but particularly those from disadvantaged homes) with a high quality and well-rounded grounding in early literacy, language and communication.</p> <p>Recommendations include the importance of high quality interactions between adults and children to develop their communication and language skills. In addition to using a range of different activities like singing, storytelling and nursery rhymes to</p>	<p>5, 6</p>

develop children's early reading and ability to hear and manipulate sounds.  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing\\_Literacy\\_Guidance\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf)

The findings of the Literacy KS1 guidance report focuses on the theme of language and literacy in Key Stage 1 and is also be applicable to older pupils who have fallen behind their peers, or younger pupils who are making rapid progress.

This edition provides recommendations and offers additional examples, explanations and resources to provide direct paths of action from the evidence-based guidance to classroom practice. The recommendations represent 'lever points' where there is useful evidence about language and literacy teaching that schools can use to make a significant difference to pupils' learning.  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy\\_KS1\\_Guidance\\_Report\\_2020.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf)

The KS2 Literacy report offers practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. It builds on the recommendations presented in the Improving Literacy in Key Stage One report, but is specific to the needs of pupils at Key Stage 2. At Key Stage 2, pupils are consolidating their literacy skills, building their vocabulary and developing their fluency and confidence as speakers, writers and readers of language. Many of the strategies and examples presented in the report are similar to those in the Key Stage 1 guidance report, they are often more complex and multi-staged, reflecting the increasing depth and breadth of pupils' knowledge and skills. Pupils will be able to use strategies with increasing independence and sophistication, and will increasingly be able to combine them.



	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf</a>	
Teaching mathematics in primary schools	<p>This document produced by the DfE and NCTEM brings greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6. In addition it summarises the most important knowledge and understanding within each year group and the important connections between these mathematical topics. The document identifies the most important conceptual knowledge and understanding that pupils need as they progress from year 1 to year 6. These important concepts are referred to as ready-to-progress criteria and provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum.</p> <p><a href="#">Maths guidance introduction (publishing.service.gov.uk)</a></p> <p>This document provides an overview of the ready-to-progress criteria for all year groups as detailed in the document above. And is followed by the specific guidance for year 6.</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>At Carlinghow we follow the White Rose Maths scheme, the following link contains extensive resources, curriculum planning, assessments and CPLD to ensure that the teaching of Maths is at least good.</p> <p><a href="#">White Rose Maths   Free Maths Teaching Resources   CPD Training</a></p> <p>This document supports staff in improving Mathematics in the Early Years and Key Stage 1. It offers five recommendations for developing the maths skills of 3–7-year olds. The recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths</p>	7
White Rose Maths		

	<p>language and make the most of the school day.</p> <p>It also highlights that story and picture books can be a powerful tool for engaging children with basic maths concepts, while board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a></p> <p>This report focuses on the teaching of mathematics to pupils in Key Stages 2 and 3. The decision to focus on these Key Stages was made after an initial consultation period with teachers, academics, and other stakeholders. The consultation suggested that these were areas where guidance could make a big impact as not only are schools seeking advice on adjusting to a new curriculum, there is also concern about pupils making a transition between the stages. This report is not intended to provide a comprehensive guide to mathematics teaching. We have made recommendations where there are research findings that schools can use to make a significant difference to pupils' learning, and have focused on the questions</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	
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## Targeted academic support

Budgeted cost: **£94,469**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of diagnostics to support SMART IEP targets and to identify barriers to learning</p>	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers.</p> <p>With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> <li>• decide to adjust the level of challenge of activities</li> <li>• reteach specific concepts or topics</li> <li>• adjust curriculum content in the medium or long term</li> <li>• provide pupils with feedback through which they can address their own areas for improvement</li> <li>• decide which pupils may need additional, targeted academic support</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</a></p>	<p>1,3, 5, 6, 7</p>
<p>Targeted 1:1 and small group interventions delivered by teacher and TA's</p> <p>Recovery curriculum 40% budgeted through P.P funding which equates to</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>1, 3, 5, 6, 7</p>
<p>The curriculum is adapted and enhance to meet the needs of all PP learners ( funding used</p>	<p>The curriculum is written and adapted to meet the needs of our learners. The pupil premium guide is considered when deciding on which strategies to use and is</p>	<p>1, 2, 3, 5, 6, 7</p>

<p>to enable school to set for English and maths by utilising HLTA's)</p>	<p>focused on the 3 areas of high quality teaching, targeted academic support and wider strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This EEF/SEND report presents five recommendations for mainstream schools seeking to improve their provision for pupils with SEND. The focus is on improving the quality of teaching and learning in mainstream classrooms and ensuring pupils are full members of the school community who have a rich and positive experience.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a></p>	
<p>Accurate assessment of pupils working below standard of national curriculum tests ( Abor and Edukey systems) Teachers engaged in moderation events through BBEST</p>	<p>The engagement model is used for assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.</p> <p>The engagement model has 5 areas of engagement:  exploration  realisation  anticipation  persistence  initiation</p> <p>These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how</p>	<p>5,6,7</p>

	<p>pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.</p> <p><a href="https://www.gov.uk/government/publications/the-engagement-model">https://www.gov.uk/government/publications/the-engagement-model</a></p>	
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## Wider strategies

Budgeted cost: **£47,651**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify ways to remove barriers to and support social and emotional development. To include explicitly taught lessons on Social and Emotional Learning and provide a pastoral team support to work 1:1 or with small groups of children.</p>	<p>This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</a></p> <p>Purchasing of resources to support emotional and social interactions with children including outdoor equipment to promote team games and positive social interactions.</p> <p>Integrate a whole school approach to monitoring children's behaviour and emotional needs by subscribing to the CPOMS tracking system which will allow a holistic approach to understanding the needs of our PP children.</p>	1, 2, 4
<p>Expose to a wide variety of subject areas, arts and wider personal development opportunities to ensure</p>	<p>Findings from previous research suggest extra-curricular activities are important in developing soft (especially</p>	3

<p>they have the knowledge and cultural capital they need to succeed in life</p>	<p>social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). This report found from their analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p>	
<p>Funding of Breakfast clubs and Milk in Ks1</p>	<p>The EEF evaluation has found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</a></p>	<p>1, 2, 4, 5, 6</p>

	<p>Carlinghow Academy benefits from a fully funded breakfast club provided by the Huddersfield Town Foundation and with school contributing to the staffing costs.</p> <p><a href="#">Breakfast Clubs   Trust Fund   Town Foundation   Free Breakfasts For Kids (htaFOUNDATION.com)</a></p>	
<p>Monitor and support families with attendance</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities;</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a></p>	<p>1, 2, 4</p>

**Total budgeted cost: £210,928**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2021/22 we used current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding through our CPD offer into further developing teacher pedagogy in line with the EEF Literacy, Mathematics, Behaviour and Pupil Premium report in order to maximise wave 1 teaching. We continued to enhance our nurture support and wellbeing provision, through the support of our Learning Mentor and Safeguarding Officer.

Our other Pupil Premium initiatives have included:

Salary costs for the Pastoral Team, including Team Manager and a Learning mentor.

Purchase of resources to support intervention and bespoke needs, including provision of school uniform and free school milk and access to counselling.

Learning mentor runs daily groups such as talk through stories and offers higher levels of pastoral support to key children, due to our excellent SEND provision, a lot of this support is done in class through Quality First teaching and interventions this has had an impact on the behaviour and learning in the classroom evidenced through the CPOMS monitoring.

The impact of the support of the pastoral team has resulted in:

- We had 67 children on the PA list in September out of the 67, 55 improved or came off the PA register.
- The number of incident of racist/ homophonic language has reduced by 100%.
- 50% of our disadvantaged families have been supported through the uniform drive.
- 97% attended the good to be green event in July 2022 which was an increase from 90% from December 2021 evidencing the impact of the work of the pastoral team.
- 27.9% of pupil premium children received support through directed in school session for example therapeutic story writing
- 5.59% of pupil premium children and families benefited from Family links.
- 75% of parents invited to coffee mornings and assemblies attend each week
- 94% of parents attending parents evening.

Subscriptions to Child Protection Management Online System (CPOMS) for tracking and monitoring vulnerable pupils has enabled the pastoral team to monitor incidents and adapt the curriculum accordingly for example following the work that we have done on respecting other beliefs and the EID celebrations- this has also directly impacted the assembly programme.

Staffing costs for the school breakfast club has meant that:

- 42 families have accessed breakfast club throughout the year.



Funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including the Year 6 residential has meant that:

- 100% of pupil premium children have benefited from a school trip or external groups/ performers/experiences this year

The teaching budget which included staff CPD and the deployment and staffing of teaching assistants has resulted in the reengagement of the pupil premium children and has ensured that the gap between disadvantaged and non-disadvantaged has reduced following the impact of Covid.



### Carlinghow Academy Group Overview



#### DATA SUMMARY

EARLY YEARS ANALYSIS 2022								
PERCENTAGE REACHING A GOOD LEVEL OF DEVELOPMENT								
	All (65%)	All National	Disadvantaged (11)	Disadvantaged National	Non-Disadvantaged (28)	Non-Disadvantaged National	SEND (2)	SEND National
CA (39)	72%	65%	46%	50%	82%	68%	0%	19%

YEAR 1 PHONICS ANALYSIS 2022								
	All (65%)	All National	Disadvantaged (18)	Disadvantaged National	Non-Disadvantaged (17)	Non-Disadvantaged National	SEND (2)	SEND National
CA (35)	74%	76%	56%	63%	94%	79%	50%	38%

KS1 RESULTS 2022						
Teacher Judgements						
	READING		WRITING		MATHEMATICS	
	EX +	EX+ National	EX +	EX+ National	EX +	EX+ National
CA (33)	79%	74%	71%	69%	82%	71%
Disadvantaged (16)	56%	52%	56%	41%	56%	52%
Non Disadvantaged (17)	77%	72%	65%	63%	82%	63%
SEND (7)	0%	26%	0%	17%	0%	29%

KS2 RESULTS 2022						
SATS Results						
	READING		WRITING		MATHEMATICS	
	EX +	EX+ National	EX +	EX+ National	EX +	EX+ National
CA (33)	59%	74%	72%	69%	43%	72%
Disadvantaged (16)	46%	63%	58%	56%	23%	57%
Non Disadvantaged (17)	75%	80%	90%	75%	47%	55%
SEND (4)	20%	37%	10%	26%	10%	34%

= Above National Averages

Staffing: £186,480

Behaviour & Attendance £39,392

High quality teaching £28,514
TA deployment £94,469
Data & assessment £6,558
Safeguarding £20,303.71
Sensory garden £600
Wellbeing room £300

## Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (Neli)	Eiklan - OUP

## Ongoing reflective review

Date	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
<b>Autumn Term</b>	<p>Meta Cognition strategies introduced to children.</p> <p>High quality First teaching. Improving standards Use of diagnostics to support IEP targets.</p> <p>Pastoral team/1:1 intervention. Cultural capital CPOMS Breakfast Club/Milk</p>	<p>Maths coordinator reembedded 3 before me strategy- flash backs in maths and challenge cards</p> <p>Trust session on moderation S and L interventions. Use of setting in classes. Reading lead closely monitoring phonics progress. Adaptations to curriculum to embed reading/VIPERs into learning journey. Assessment cycle closely monitoring impact of sets.</p> <p>New curriculum introduced with mixed age classes and reintroduction of trips/visits (pantomime, Pirate day, Eden camp, Egypt WOW day, Residential). Engagement model training undertaken by SENDCO.</p>	<p>Teacher judgements were agreed with by the other teacher in the trust.</p> <p>Reading monitoring Autmn1 identified that VIPERs was being used in classes. Set were working.</p> <p>We have had our residential and school contribution met that 39 children were able to attend, we have now mapped out the contributions for all trips and are funding at least 20% of all trip cost.</p> <p>School led tutoring has been planned</p>	<p>Ensure this is effectively used across sessions.</p> <p>Invite to parents to be sent to ask for volunteer readers.</p> <p>We are looking at other options for the residential next year in a bid to reduce cost to both school and parents.</p> <p>To continue to monitor data.</p>

		<p>All staff working with ability groups focussed on closing gaps rather than covering year group content.</p> <p>SEN monitoring shows children making good progress towards IEP targets. Parent coffee mornings reintroduced. Therapeutic story writing course undertaken. Range of meetings held with parents to improve attendance and engagement (11 TAF meetings, 13 CIN meetings, 1 CP review conference, 4 Core groups, 10 attendance meetings, 12 meetings with parents, 1 Emotional wellbeing clinic, 2 professionals meetings, 1 strategy meeting, 1 parent drop in session 2 families with food parcels/ uniform) alongside daily phonecalls and door step visits to keep children in school. Meetings with wider agencies (Police, NSPCC, BBEST, CAFCASS, Living Streets,) 14 x children on attendance plans working with ABSO)</p> <p>Full range of after school clubs (sports, youth club, choir, chess, Spanish, German, homework etc.). Trips reintroduced. Assembly offer reintroduced.</p>	<p>and to ensure that gaps are addressed in addition to small groups. Staffing numbers mean that we are able to deliver small group interventions throughout the days due to PP funding.</p> <p>Parent groups have started and have been received well.</p> <p>We believe that our club offer is good, there is no cost to parents</p> <p>We have over 42 children who access breakfast throughout the week.</p>	<p>To continue to provide as many clubs as possible using P.P. funding</p>
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		Fully operational again. Additional member of staff employed to allow 2 children on EHCP to attend.		
<b>Spring Term</b>	High quality First teaching. Improving standards Use of diagnostics to support IEP targets.  Pastoral team/1:1 intervention. Cultural capital CPOMS Breakfast Club/Milk Currently training an ELSA	Celebration days- Eid, Diwali, Christmas. Information days- anti bullying/ anti-racism/ children in need/ NSPCC/ black history etc. Staff deployed for daily readers Same day interventions  100% of pp children are taking part in the wow travel tracker promoting attendance and healthy lifestyles. Baby clinic Women's group still going well we have been focusing on parent's mental wellbeing and will be looking at some adult learning this term. Coffee mornings for parents. Sleep clinic drop in for parents in December through MHST. Anxiety clinic drop in for parents to be arranged for this half term. Through MHST. Diwali event- parent's afternoon in the classrooms, celebrating and completing crafts with the children.	Parents and children enjoy celebration days and feel that it promotes inclusivity. Information days have been well received children's subject knowledge and recall is increasing. RAPPM meetings evidence that same day interventions are effective and being used appropriately.  Behaviour in school has improved. We have seen an increase in parental involvement.	

		<p>45 children received a snoodie to keep warm. Through funding from Let June Make a Difference and The Uniform Exchange. 33% of PP</p> <p>25 children received new uniform, wellies, winter coats, hats scarves and gloves through the Uniform Exchange. 18.5% of PP</p> <p>100% of pupil premium children in school received a Christmas present through Mission Christmas and the Salvation Army.</p> <p>Blankets and food were delivered to a vulnerable pupil before Christmas.</p> <p>School are part of the BBESTS Night's sleep programme which has recently been mentioned by Kim Leadbeater in a parliamentary debate about child bed poverty see link <a href="https://www.youtube.com/shorts/gV1Zmng30uY">https://www.youtube.com/shorts/gV1Zmng30uY</a></p> <p>CA has taken part in a MHST engagement event linking in with MHST and other local schools to share ideas and make sure that the emotional wellbeing support that we offer is up to date and the best it can be.</p> <p>40 children will receive food vouchers for cost of living through cash 4 kids 29%.</p> <p>11.85% of pupil premium children are receiving direct 1:1 pastoral support.</p> <p>Full range of after school clubs (sports, youth club, choir, chess, Spanish, German, homework etc.). Trips reintroduced. 46 pupil premium children have been able to access free after school clubs since Sep with many attending 2 or more clubs a week.</p>		
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	Funded trips	<p>Year 5/6 residential heavily subsidised</p> <p>We have had the planetarium in school for year 5/6 subsidised through PP funding</p> <p>Year 3/4 had a forces and magnets workshop held in school subsidised through PP funding</p> <p>The year 1/2 children have had a trip to the Yorkshire wildlife park subsidised through PP funding.</p> <p>Residential changed to PGL this year which is at a lower cost in comparison to last.</p>	<p>Increased engagement when work linked to trip, increase in vocabulary and understanding of children as they are able to recall what they have seen on the trip.</p> <p>For example, the work that the year 1/2 produced following the Yorkshire wild life trip was much improved from previous years</p>	<p>Still looking for parent readers will continue to ask at events.</p>
<b>Sum Term</b>	<p>Meta Cognition strategies introduced to children</p> <p>High quality First teaching. Improving standards Use of diagnostics to support IEP targets.</p>	<p>RWI strategies, NELI continues through Summer.</p> <p>Training on Boxhall profiling, SEMH training for specific staff.</p>	<p>Phonics data 86.8%</p> <ul style="list-style-type: none"> <li>•32/37 (86.6%) of Year 1 children scored 32 or above.</li> <li>6/10 Year 2 resits scored 32 or above</li> <li>•Library launch has taken place with parents- very successful and parents were happy with the new library.</li> <li>•All KS2 staff have taken part in a year 6 writing moderation</li> </ul>	<p>To continue with the NELI strategy for next year.</p> <p>RWI to continue To continue with ELSA targeting specific children.</p>

	<p>Pastoral team/1:1 intervention. Cultural capital CPOMS Breakfast Club/Milk Currently training an ELSA</p> <p>Funded Trips</p>	<p>Baby clinic still on going and has been busy, we are promoting the 2-year provision through this for any siblings.</p> <p>Coffee morning still happening on a Friday morning alongside praise assembly and is usually busy.</p> <p>BE BEST Night's Sleep programme has supported 86 children in the local area with beds/ bedding.</p> <p>WOW travel tracker ongoing.</p> <p>ELSA training complete- we can now start referring children for support with HG.</p> <p>Support staff CPOMS training booked in for next week.</p> <p>Higher number of children accessing good to be green at the end of July.</p> <p>Cost of living still affecting families- Pastoral to complete uniform referrals at the end of the year for September uniform.</p> <p>School nurse becoming involved in attendance meetings to tackle poor attendance due to many illnesses.</p> <p>Mother's day breakfast had a great turn out with lots of positive comments from parents.</p> <p>Father's day breakfast</p>	<p>conversation and have moderated with English lead. All know what a piece of writing at EXP and GD in year 6 looks like. All teachers' judgments of writing were agreed in key stages.</p> <p>Two children have now had Boxhall profiles completing for them meaning that staff have a better understanding of the children strengths before they have started.</p> <p>Parents have been positive about the communications and engagement in other events.</p> <p>Increased engagement when work linked to trip, increase in vocabulary and understanding of children as they are able to recall what they have seen on the trip. For example, the work that the year <math>\frac{3}{4}</math> produced following the trip was much improved from previous years</p>	
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