

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	Carrfield Primary Academy
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	37% (108)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Katie Adamski (Principal)
Pupil premium lead	Katie Adamski
Governor / Trustee lead	Jo Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,248.00
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	£152,248.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child at Carrfield Primary Academy, irrespective of their background or the challenges they face, makes good progress and achieve well in all areas of the curriculum, regardless of what socio-economic background or challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will also identify and consider the challenges faced by our vulnerable pupils, such as those who have a social worker or who are young carers as well as those children with emotional and mental health needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support, time, structure and input. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, still being experienced by some year groups. Our approach will be responsive to common challenges and individual needs, specific to Carrfield, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that reading, writing and mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Current figures show that disadvantaged pupils achieve between 30% and 40% lower than non-disadvantaged. On entry to Reception class between 90% of our disadvantaged pupils arrive below age-related expectations compared to 65% of other pupils.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of engagement, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the recent past. 32 disadvantaged pupils currently require additional SEND support with 5 having social and emotional needs, with 9 are diagnosed with ASD receiving and 7 have specific learning difficulties, requiring small group interventions and additional support.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 and 1.5% lower than for non-disadvantaged pupils. 26 (23%) of disadvantaged pupils have been 'persistently absent' compared to 35 (13.3%) of all children during that period. Our assessments and observations indicate that absenteeism is negatively impacting all pupils' including disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils, with a particular focus on EYFS and KS1.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment such as the WELCOMM programme and Launchpad for Literacy. Oral language interventions EEF (educationendowmentfoundation.org.uk) Launchpad for Literacy
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations as well as feedback from peer wellbeing champions. - a significant reduction in bullying being reported.

	• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Disadvantaged pupils are well represented in school pupil leadership duties and opportunities.
Improved reading attainment among disadvantaged pupils. Enhancement of our reading teaching across all key stages, and enhanced across all curriculum areas, in line with DfE and EEF guidance. We will ensure succession planning for the Reading Leader to embed assessments, coaching and rigor of progress.	Phonics screening outcomes are at least in line with national and 80% of disadvantage pupils passed the phonics check. KS2 reading outcomes in 2024 /25 results show that more than 86% of disadvantaged pupils met the expected standard.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2. (21 children) Enhancement of our maths teaching and opportunities for writing curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	KS2 maths outcomes in 2025 show that more than 85% of disadvantaged pupils met the expected standard The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.(Data for the attendance of disadvantaged children in 23-24 was 89.8%) • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 2% lower than their peers. (Data for persistence absenteeism of disadvantaged children in 21-22 was 32.8% (28.5% for Non-disadvantaged))

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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching, assessment and curriculum, providing targeted intervention.	Increase staff Quality First Teaching keeping class sizes as low as possible and utilising all available adults by: Lower pupil numbers and additional support to improve teaching led to improved progress for disadvantaged pupils in Year 6 in reading, writing and mathematics. Reducing class size is also demonstrated to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/	1,2,3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,3
Read Write Inc. – use of development days, mentoring and coaching from reading leaders.	The acquisition of development days, and the use of the reading leader to mentor and coach daily strengthens an already proven system for phonics, reading and comprehension, allowing all children regardless of socio-economic situations and home-school engagement, to learn to read and understand. RWI has a strong evidence base that indicates impact on accuracy and comprehension particularly for disadvantaged. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4

educational practices and supported by professional development and training for staff.	Improving Social and Emotional Learning in Primary Schools EEF	
Using leading teachers and a pedagogical approach to coach and mentor teachers.	Focus on pedagogy, with targeted systematic improvements to teaching and Principles of Instruction (Rosenshine) as a basis to improve teaching of disadvantaged children and improve pupil engagement. Provide opportunities to enrich	5
Communicating with and supporting parents	Keeping parents and careers up to date with school policy Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2,5

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

Budgeted cost: £39,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide one to one tuition and same day intervention and targeted intervention to support language acquisition, mathematics and writing.	Provision of Read Write Inc. introduced to all children and provides opportunities for children to access small specifically targeted groups, videos and activities to improve language acquisition and reading. Provision extends to home and beyond. Training for staff plus provision of afternoon interventions, spotlight sessions and constant gap analysis ensures that children are correctly placed, assessed and can progress quickly. Groups and sessions are delivered by TAs and teachers. The introduction of Fresh Start phonics into KS2 and comprehension strategies to bridge the gap between phonics and guided reading teaching. Development days are bought in from Ruth Miskin to further improve provision, accuracy of delivery and rigorous assessment. Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2

delivered in collaboration with our local English hub.	Phonics Teaching and Learning Toolkit EEF Jerry Clay – English Hub	
Additional budget for books/ Literacy Shed / reading for pleasure.	High-quality reading materials provided for all children to reinforce the love of reading around school. This will allow disadvantage children to have access to a variety of texts at home and at school. Literacy Shed utilised in guided reading sessions, ensuring high quality teaching of reading fluency and comprehension, allowing all groups of children to have access to high-quality texts, targeted questioning and fluency practice on a daily basis. Collaborating with the Open University Reading For Pleasure initiative and enabling all children have access to high quality literature, including all disadvantaged pupils. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading For Pleasure - Reading for Pleasure	1,2,3
Additional TA support.	Ensure that additional capacity of teaching assistants impacts on outcomes for all pupils, especially those with additional needs and disadvantaged children. Impact will come through in-class support and the running of targeted intervention programmes. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ demonstrates that teaching assistants can have a positive impact on outcomes.	all

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

Budgeted cost: £23,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention and additional support for children with emotional, social and behavioural needs.	Ensure that additional capacity of teaching assistants impacts on outcomes for all pupils, especially those with additional needs and disadvantaged children. Impact will come through in-class support and the running of targeted intervention programmes, use of THRIVE and the sensory room strategies. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ demonstrates that teaching assistants can have a positive impact on outcomes.	5

Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Offer free places in breakfast club to all PP children	Disadvantaged children can access breakfast club without charge with PP funding and the assistance of The National School Breakfast Programme. Ensure that Y6 and Y2 children have had breakfast during SATS week and are in school on time. National School Breakfast Programme EEF (educationendowmentfoundation.org.uk)	5
Attendance awards	Additional EWO time to support Families and Safeguarding Officer with attendance, home visits and welfare meetings. In the year 21-22, attendance for disadvantaged pupils was 89.8%, 1.5% lower than that of non-disadvantaged pupils at Carrfield; 4.1% lower than non-disadvantaged children, nationally. Rewards such as postcards home, additional playtimes and interclass competitions as well as non-uniform days have shown an increase in attendance as well as use of positive communications with parents, and use of policy letters / meetings and targeted bespoke letters to inform parents of declining attendance. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Dedicated time from FSO to communicate and aid disadvantaged families.	Time focusing on the families of the disadvantaged in order to identify barriers, emotional instability and provide support from all agencies where needed. Parental engagement EEF (educationendowmentfoundation.org.uk)	4

Additional school time / boot camp in school holidays	Specific and tailored design curriculum to bridge gaps in learning for children identified as needing additional support. Sessions held before and after school hours as well as in Easter holidays prior to KS2 / KS1 statutory testing.	4
THRIVE delivery	Raise self-esteem, boost confidence, develop strategies to improve behaviour. This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 164,570.00

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 2022/2023 academic year. (DfE allocation - £152,775)

The end-of-year Key Stage 2 assessments for 2024/2025 showed that the attainment gap between disadvantaged children and their peers was broadly in line with the national gap. However, in Reading, the gap was significantly lower (-10% vs. -19% nationally) and Writing gaps were in line with national data. In-year assessment data shows that the attainment of the disadvantaged children improved throughout the year in all three core subjects, a 14% increase in Reading, a 21% increase in Writing and a 7% increase in Maths. Intended outcomes for the attainment of disadvantaged children in Maths (64% EXS, -31% vs. non PP peers vs. a national gap of -20%) was not fully realised so continues to be a priority.

Disadvantaged children are given the daily RWI provision they would have under the usual provision, plus intervention and tutoring in addition to that, as well as leaders receiving 6 development days from RWI and the Jerry Clay English Hub. RWI is well-embedded in school now and this was reflected in the continued strong PSC data for disadvantaged children with 85% achieving the expected standard (vs. 69% nationally for disadvantaged children).

Interventions such as Catch-up, ELSA, THRIVE and the exposure to professionals such as the Educational Psychologist were also inaccessible for those vulnerable and disadvantaged children.

Attendance for disadvantaged children in 2024/2025 increased from 90.9% in 2023/2024 to 92.4%, an increase of 1.5%. Persistent absence for disadvantaged children went from 28.9% in 22/23 to 23% in 24/25, an improvement of 5.9%. However, attendance remains a key focus for disadvantaged children moving forwards.

Based on all the information above, the performance of our disadvantaged pupils *met* expectations in reading and writing and did not meet expectation in maths, however through detailed tracking, intervention and careful pupil progress meetings, we are at present *on course* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that *they were effective*.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Read Write Inc. Phonics	Ruth Miskin
Spelling – Sounds and Syllables	JW Education
Primary Knowledge Curriculum	Knowledge Schools Trust
THRIVE	Thrive Approach
Fresh Start	

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)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising central resources and skilled professionals to continuously improve the school, focusing on action led targets in the School Development Plan.
- Utilise central team resources to further target poor attendance and use action-led strategies to target specific groups, including the disadvantaged and vulnerable.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.