

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.year.

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	Carnarvon Primary School
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Andrew Board, Headteacher
Pupil premium lead	Jenny Anderson, Deputy Headteacher
Governor / Trustee lead	Ian Bullock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360
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	£36,360

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils, regardless of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and be the best they can be in all aspects of school life.

The focus of our pupil premium strategy is to support disadvantaged pupils in achieving this goal, including progress for those who are already high attainers. Strategies for the 2025-2026 academic year are based upon the latest Education Endowment Foundation Guide to Pupil Premium. The EEF guide recognises both the opportunity and the challenge created by the Pupil Premium, setting out a way of using evidence to inform decision-making

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the most significant 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 approach will be responsive to everyday challenges and individual needs, rooted in robust diagnostic assessment. The strategies we have adopted complement each other to help pupils make good progress. 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
- support our bottom 20% of readers in all year groups, regardless of whether they are disadvantaged
- track the progress that all children are making to ensure good progress is being made and strategies being used are effective

We will ensure that all children have access to enrichment experiences, such as residential visits and participation in extracurricular activities.

We will monitor attendance and support parents to ensure their child attends school, thereby eliminating any gaps in attendance between disadvantaged children and their peers.

Challenges

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

Challenge number	Detail of challenge
1	Under-developed oral language skills and vocabulary gaps among many disadvantaged children from Reception to Year 6.
2	Many disadvantaged pupils have lower phonetical awareness than their non-disadvantaged peers and have lower levels of reading comprehension, which negatively impacts on their progress as readers.
3	Our internal and external data indicates that the attainment of disadvantaged children in reading, writing and maths is slightly below that of their non- disadvantaged peers. Because the cohort is small, planning needs to be done on an individual basis from year to year.
4	Our observations and school surveys indicate that the social and emotional issues have risen in many of our children. We are seeing increasing numbers of children who are struggling with anxiety around attending school.
5	Many of our disadvantaged children are not exposed to enrichment activities that our non-disadvantaged children enjoy. This limits their experience of the world as they do not have the cultural capital that so many of our non-disadvantaged children have.
6	A small but significant number of our disadvantaged children are persistently absent which adversely affects their learning, progress and attainment.

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 reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2026 show that 80% of disadvantaged pupils achieve expected standard and 30% exceed the expected standard
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026 show that 80% of disadvantaged pupils achieve expected standard and 25% exceed the expected standard
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026 show that 80% of disadvantaged pupils achieve expected standard and 30% exceed the expected standard

To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of wellbeing, demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Every one of our disadvantaged children participates in at least one enrichment activity • Increased engagement with outside agencies e.g. Mental Health Support Team
To increase the amount of learning the children commit to their longer-term memory	Pupil voice, data and book scrutiny show an increase in the amount of knowledge and skills taught that children are able to apply to new learning situations
Attendance levels of our disadvantaged children improve.	Attendance is in line with the rest of the School.

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: £7,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI activities in EYFS. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that NELI improves early literacy and language skills. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-trainingmodel/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3
All disadvantaged children who are not meeting Expected Standard	Research shows that following diagnostic testing, small group tuition is effective in supporting learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3

receive intervention within school time to support learning.		
Targeted disadvantaged children receive additional after-school small group tuition by a teacher.	Small group tuition has an average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Disadvantaged children access an enrichment activity of their choice throughout the year.	Research shows good evidence that arts participation can develop engagement and oral language and improve core academic learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Research shows that physical activity has important benefits in terms of health, wellbeing and physical development as well as benefitting core academic attainment particularly literacy and mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5
Outside Play and Learning (OPAL) is embedded and developed throughout the year for all children.	Research shows that physical activity has important benefits in terms of health, wellbeing and physical development as well as benefitting core academic attainment particularly literacy and mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5
All children have access to explicit learning about how to keep mentally healthy.	Evidence shows that self-regulation has a huge impact on outcomes socially, emotionally and academically. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4, 5

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

Budgeted cost: £24,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of 2 Literacy Volunteers to work 1:1 with children with low literacy levels.</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3</p>
<p>TA with ELSA training to support children in Y1-6.</p>	<p>1:1 support for children identified as having specific emotional difficulties which are causing a barrier to development and well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4, 5</p>
<p>TA support to carry out interventions with disadvantaged children from FS to Y6.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3</p>
<p>All children access explicit learning about how to promote their own Mental Health through PSHE lessons and Mental Health Support Team workshops.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4, 5</p>

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Midday Supervisors trained as Play Team Members to support children in OPAL lunchtimes. OPAL Assembly happens weekly.</p>	<p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4, 5</p>
<p>All children are tracked to measure attendance and punctuality.</p>	<p>Research demonstrates that good attendance at school leads to better academic outcomes and better life chances.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £36,360

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria	Actual Outcome
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2025 show that 80% of disadvantaged pupils achieve expected standard and 30% exceed the expected standard	88% of disadvantaged children achieved Expected Standard in reading. 33% of disadvantaged children exceeded the Expected Standard reading.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025 show that 80% of disadvantaged pupils achieve expected standard and 25% exceed the expected standard	67% of disadvantaged children achieved Expected Standard in writing. 17% of disadvantaged children exceeded the Expected Standard in writing.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025 show that 80% of disadvantaged pupils achieve expected standard and 30% exceed the expected standard	67% of disadvantaged children achieved Expected Standard in maths. 17% of disadvantaged children exceeded the Expected Standard in maths.
Improved attainment for disadvantaged Pupils in the Y1 and Y2 Phonics Screening Check.	KS1 Phonic Check outcomes in 2025 show that 90%+ disadvantaged pupils achieve the pass mark.	100% of disadvantaged children achieved the pass mark by the end of Y2.
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2025 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	All disadvantaged pupils have participated in at least one extra-curricular club. In percentage terms, our pupil survey indicates disadvantaged pupils have high levels of well-being. However, there are a few children who report being less happy, and we will continue to work with them to support their well-being.
To increase the amount of learning the children commit to their longer-term memory	Pupil voice, data and book scrutiny show an increase in the amount of knowledge and skills taught that children are able to apply to new learning situations.	Knowledge has increased as evidenced through book scrutiny and pupil interviews. External data shows that 67% (4 out of 6 children) met the Expected Standard in all 3 subjects.

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
OPAL	Outdoor Play and Learning
NELI	OxEd and Assessment, in partnership with the Nuffield Foundation and <u>Elklan Training</u>
Literacy Volunteers Programme	Literacy Volunteers, Nottingham

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?	Interventions across the curriculum. School assistance for extra-curricular club.
What was the impact of that spending on service pupil premium eligible pupils?	100% of Service Pupil Premium achieved Expected Standard in Reading and Writing and Maths.