Pupil premium strategy statement – Carnarvon 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	415
Proportion (%) of pupil premium eligible pupils	4.34% (18 pupils on roll)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	3 years (2026/27-2028/29)
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Andrew Board
Pupil premium lead	Ria Bailey
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,450
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*	£29,450

Part A: Pupil premium strategy plan

Statement of intent

Carnarvon Primary School is committed to ensuring that every pupil, regardless of their socioeconomic background, has access to an ambitious, stimulating, and supportive learning environment. Evidence consistently shows that disadvantage remains one of the strongest predictors of educational and life outcomes in England, EEF (2026), therefore, our ultimate objective is to eliminate the achievement and attendance barriers that exist between disadvantaged pupils and their peers, enabling every child to make progress, secure strong academic foundations.

Our strategy is specifically designed to address the gaps identified in the 2026 Inspection Data Summary Report (IDSR). While overall school attainment is high, in part due to our demographic location, the school disadvantage gap is historically wide in mathematics and combined Reading, Writing, and Mathematics. Furthermore, persistent absence among our disadvantaged (FSM6) cohort was elevated in 2024/25. This strategy represents a robust, evidence-informed framework to address these specific barriers.

The key principles undermining our strategy are:

- **Quality First Teaching**: We recognise that high-quality, inclusive, and adaptive classroom teaching is the most effective lever in improving outcomes for disadvantaged learners. Our PP funding is prioritised towards staff professional development in evidence-based math schemas.
- **Early and Accurate Intervention**: We act quickly to diagnose gaps in core skills, and identify pupils that are not expected in one or more of the combined Reading, Writing and Maths. For pupils on PP who are also part of an additional vulnerable group, we prioritise their well-being and achievement.
- **Proactive Support for Wider Barriers**: We quickly establish a culture of high attendance and belonging, addressing persistent absence through logging any absences, and if needed, an attendance support plan put in place on an individual basis. Alongside this support, we get to know the individual, both through the classroom staff, and the dedicated PP lead, and we put into place a plan for developing the wider interests and well-being of the child. This is through early identification of individual interests and skills.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment gap in Mathematics** Pupil Premium pupils continue to achieve less well in mathematics than their non-disadvantaged peers. Although outcomes for disadvantaged pupils have improved over recent years, a significant attainment gap remains, highlighting the need for targeted support and effective intervention to help more pupils reach the expected standard.
2	**Combined Reading, Writing and Mathematics attainment** Pupil Premium pupils achieve less well than their non-disadvantaged peers in reading, writing and maths combined. While outcomes have improved in recent years, a notable attainment gap remains. Continued focus on high-quality teaching, targeted intervention and wider support is needed to increase the number of disadvantaged pupils achieving the expected standard across all three subjects.
3	**High Persistent absence and engaging the individual** Persistent absence remains a significant barrier for Pupil Premium pupils. Attendance rates for this group have improved over time; however, levels of persistent absence remain high, and overall attendance continues to be below national expectations. Improving attendance is therefore a key priority to ensure pupils can fully access learning and achieve their potential. This can be positively impacted by nurturing the whole-child and fostering their personal growth.
4	**Multiple Disadvantage** A small group of pupils experience one or more disadvantages. Targeted, integrated support is required to ensure these pupils can access learning successfully, make strong progress and achieve positive outcomes. Multiple approaches may be required to target the specific disadvantages.

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
Narrow the attainment gap in Mathematics for PP pupils	At least 70% of the FSM6 cohort achieve the expected standard in KS2 Mathematics by the end of 2026/27.
Improve combined Reading, Writing and Mathematics outcomes.	PP pupils combined R, W, M, expected standard increases to 50% in 2026/27.
Improved attendance and significantly reduce persistent absence among disadvantaged pupils.	FSM6 attendance rises to at least 95% in 2026/27. Persistent absence falls from 38.5% to below 20% by July 2027. FSM6 pupils engage with at least 2 extra-curricular activities during each school year.
Multiple Vulnerability	All pupils who have multiple vulnerability that include PP, show measurable progress in their achievements, and they have engaged with activities that positively impacted their well-being.

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: £ *1,200*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths curriculum team (KW and TL) have received specialist training from the Maths Hub. They will now be rolling out this training to all teaching staff through a staff meeting every half-term: 23.9.26,9.12.26, 3.2.26, 3.3.26, 12.5.26, 16.6.26. There will be on-going support from the Maths curriculum team, as well as implementing the new	In 2024 disadvantaged children were on average 10 months behind their peers. High quality teaching aims to narrow that gap, and Maths is our school-specific target area. Teaching for Mastery is central to the Maths Hub and NCTEM approach, and the key principle is, 'allowing no pupil to be left behind'.	1

approach in pilot year groups 2 and 5.	Data source: https://epi.org.uk/annual-report-2025-disadvantage/ https://www.ncetm.org.uk/teaching-for-mastery/	

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

Budgeted cost: *£ 18,110*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group interventions with school staff, in whichever subject/s is not meeting the expected standard. In Autumn 1, PP pupils will be identified and their needs shared with staff. The first round of targeted interventions will then take place. The outcomes of these will be closely monitored, and by the end of Autumn 2, data will show impact. If further interventions are necessary, pupil will be referred for small group tuition, delivered in addition to on-going school interventions. Tuition will take place across the spring term, and will happen twice a week. In the Summer term, depending on impact, tuition will either continue, reduce down to school-based interventions, or stop.	In 2024 disadvantaged children were on average 10 months behind their peers. High quality teaching aims to narrow that gap, and Maths is our school-specific target area. Teaching for Mastery is central to the Maths Hub and NCTEM approach, and the key principle is, 'allowing no pupil to be left behind'. Data source: https://epi.org.uk/annual-report-2025-disadvantage/ https://www.ncetm.org.uk/teaching-for-mastery/	2
At first SLT Vulnerable Groups meeting, we will identify those children who are in multiple vulnerable groups that include PP, and then prioritise by need, not label. These pupils will have a	The Education Endowment Foundation (EEF) found that the disadvantage gap begins early and widens throughout a child's education. Disadvantaged pupils are already behind their peers at the end of Reception, and factors such as SEND and absence further compound this gap. The report explicitly highlights that	4

personalised booklet that tracks their academic progress, attendance, engagement, and wider enrichment. These booklets will give an overview of the pupil and their needs, allowing the PP lead to identify and target accordingly. This would likely mean engaging with other key adults, the SENCO for example, to create bespoke action plans.	attainment gaps are driven by multiple interacting factors rather than poverty alone. Data source: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/growing-apart-evolution-of-disadvantage-gap	

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

Budgeted cost: *£ 10,140*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitored closely and persistent absence picked up quickly by Attendance lead, and on an individual needs' basis, an attendance intervention plan put into place. Within 6 weeks (half a term) an area of interest is identified for each individual child by classroom staff and PP lead. At least one extra-curricular activity is offered to the individual. By the end of the school year, at least two activities have been engaged with by the individual. Any cost involved will be provided by the PP funding. This could include music lessons,	Attendance is one of the strongest links to the attainment gap, around 21% of the gap at KS2. Persistent absence accounts for around 9.6 months less progress. 74% of schools have identified SEMH and well-being needs as a significant barrier to learning for disadvantaged pupils. Evidence shows that disadvantaged children have reduced access to enrichment activities, clubs, cultural experiences and tutoring. Data source: https://educationendowmentfoundation.org.uk/news/research-from-education-policy-institute-finds-attainment-gap-has-grown	3

representing school in an event, leadership opportunities and clubs. SEMH barriers may exist in addition to attendance challenges, PP lead will work with key stakeholders to ensure appropriate provision in school, such as ELSA, or accurate sign-posting to outside agencies.		

Total budgeted cost: £ *29,450*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the academic year 2025/26 out of our 20 PP pupils, 25% achieved Greater Depth in Reading, 45% achieved Expected or above, and 45% were working towards. In more detail, that was 11 children who did not meet the expected standard for Reading. Out of those 11, all are part of at least one additional vulnerable group, including high levels of SEND. In Writing, we had 35% achieve the expected standard and 50% working towards it. Of the 13 children who were WTS, all but two are part of at least two vulnerable groups. In Maths, 35% of our PP pupils achieved EXS or above, and 13 pupils were working towards the standard. Of those 13, all but two are part of at least two vulnerable groups. Our combined attainment for Reading, Writing and Maths was at 45% for EXS and above, with 11 pupils not achieving EXS in one or more subject. With our new PP strategy in place, we are confident that our combination of early identification, intervention, frequent reviewing within SLT and wider staff, as well as our focus on the whole child, will allow us to meet our intended outcomes.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils
£360 which went towards ELSA support for the individual throughout the last academic year.

Further information (optional)

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