Pupil premium strategy statement – Carleton St Hilda's Church of England 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.

MISSION STATEMENT

Our mission statement 'Open hearts, open minds, learning together with God' underpins all the work that we do.

Rationale

At Carleton St Hilda's we believe that every child is a gift from God, and as such brings with them unique talents and characteristics which are to be nurtured and celebrated. Teaching and learning across all areas is set within a Christian context and our core set of Christian Values underpins our whole school curriculum as well as the daily life of the school.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	8%
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)**	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Jane Curl (Headteacher)
Pupil premium lead	Jane Curl (Headteacher)
Governor	Roger Farley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,370

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*	£37,370

Part A: Pupil premium strategy plan

Statement of intent

At Carleton St Hilda's Church of England Primary School, we believe in providing a high quality of education for all our pupils within an atmosphere of Christian values, love and care. We want our pupils to be happy and successful and we are committed to allowing each individual pupil to develop their own interests, skills and talents within a positive and supportive environment. We are committed to meeting our pupils' pastoral, social and academic needs. This, alongside high-quality teaching gives each and every pupil the chance they deserve to reach their full potential and 'enable all of our pupils to flourish'.

As with every pupil in our care, a pupil who is in receipt of pupil premium is valued, respected and entitled to develop to their full potential.

Our approach is based upon identified challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils to succeed.

The ultimate objectives for our pupils who are in receipt of pupil premium funding are:

- Ensure pupils have the necessary social, emotional and mental health support that they need
- That staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- That rigorous tracking and monitoring is in place to ensure early identification of gaps in learning and potential SEND needs

They develop language skills to help enable them to communicate effectively in differing contexts and situations

Challenges

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

Challenge number	Detail of challenge
1 Achievement	There a small number of pupils that are not reaching the expected outcomes in reading and writing.
2 Pastoral	There are a number of disadvantaged pupils who have significant social, emotional and health needs. This impacts on the pupil being able to make progress and their readiness to learn.
3	Some pupils who qualify for pupil premium funding have specific SEND.

SEND	
4 Attendance	A very small number of pupils in receipt of pupil premium funding have issues with persistent absenteeism.

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.

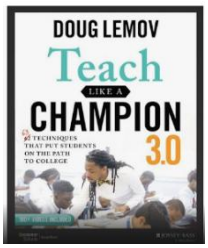
Intended outcome	Success criteria
To continue to ensure the outcomes for disadvantaged pupils are at least in line with their peers across reading, writing and maths. Through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress of a key group of pupils in receipt of pupil premium funding in reading and writing in line with their identified baselines. • Secure reading fluency at an age-appropriate level. • Securing foundational knowledge and skills they need to progress to the next stage of their learning.
To promote the pupil's wider development, character and well-being, ensuring they receive the care and support to achieve and thrive. Ensuring they have access to pastoral support.	Needs are identified and that school works with the family to provide timely interventions, delivered by a highly trained pastoral lead. • That they attend regularly and able to access high quality teaching. • Access a range of extra-curricular activities. • Data from pupil and parent questionnaires, teacher observations and PIVATs assessments. • Attendance target 96% • Preparing them for their next stage of education. • Families accessing further support networks outside of school
To ensure that the disadvantaged pupils with SEND needs are making expected progress from their starting points.	Pupils with SEND are being supported so that barriers to learning are reduced and managed. That specialist support is used to help pupils and 'upskill' staff in meeting the range of SEND needs.

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: £8000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop our pedagogical practises in school so that we consistently deliver high quality teaching and learning opportunities for all pupils.	How do we secure great Teaching and Learning across the curriculum and ensure new staff to school understand the expectations of St Hilda's? (Teaching and Learning) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching 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. Using Rosenshein Principles to develop our teaching across the school and Great Teaching Toolkit Rigorous assessment procedures to ensure that no child is 'left behind'.  	1,3
Developing the use of Teaching Assistants across the school. The focus on delivering high quality teaching	Review of how we currently use our support staff in school using the EEF guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3

and learning support in classes.	Timetabling support staff so that they are able to support basic skills in reading, writing and maths. Active part in the marking and feedback process within lessons. Complimenting high quality teaching with focused small group and 1:1 interventions. Including the provision for pupils with SEND. Pre-teach and precision teaching planned in and enables children to access the learning.	
Embedding the Write Stuff approach to writing – focus upon language development, sentence structure, letter formation.	High standards in writing are embedded across the school and starts with the strong foundations in place / focused upon in the Early Years Foundation Stage. The Writing Framework https://www.gov.uk/government/publications/the-writing-framework Lancashire Red Rose Spelling New spelling programme has been purchased – commitment to staff training and resources to enable them to deliver high quality spelling sessions that impact upon the quality of children's writing.	1,3
Embed the new approaches to reading – Accelerated Reader and Whole Class Reading Ensure pupils from Year 2 onwards have access to high quality reading materials and a clear focus upon comprehension skills.	Programme has been purchased, new books purchased and training has been delivered. Parent workshops to help them with supporting their children. Monitor the impact upon standards. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,3

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

Budgeted cost: £4550.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT – Lightening Squad – reading intervention Support staff trained to deliver the intervention with targeted groups of pupils.	https://fft.org.uk/tutoring/ FFT Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through 65 specially written, engaging and illustrated stories. Pupils will work with a Teaching Assistant for six weeks to catch-up their reading skills, with daily 30-minute tutoring sessions in school. Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.	1,3
Continuation of the WellComm programme and Time to Talk	Targeting speaking, listening and concentration skills for pupils in EYFS and Year 1. Targeting specific groups of pupils and delivering the programmes. Delayed language skills can impact learning and future success. WellComm helps identify pre-school and primary school children facing speech and language barriers early, so they get the right support at the right time, through a trained member of staff.	1,3
Continue to purchase Nessy to provide additional phonics / reading and spelling support.	Regular access to the Nessy intervention both in school and at home. Impact on progress is monitored. https://www.nessy.com/en-gb	1,3

1:1 and small group tutoring sessions after school with identified Year 6 pupils. 1 hour a week for 10 weeks starting from February 2026.	EEF Toolkit guidance: 'some pupils may require additional support alongside high quality teaching in order to make good progress. The evidence indicates that small group and 1:1 interventions can be a powerful tool or supporting these pupils when they are used carefully.'	1,3
Effective deployment of support staff to support key pupils with focus upon basic standards (Foundational Skills) in maths and English	Support staff deployment and best use. EEF guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3

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

Budgeted cost: £25352.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to the role of the Family Learning Mentor. Family drop in weekly – 1 hour. Pastoral support from the Family Learning Mentor for vulnerable children and families – key support for attendance related issues.	EEF guidance about wider strategies focusing on: SEL, Well Being and Mental Health. 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.' https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	1,2,3,4

Support in place to maintain readiness to learn. Commitment to Forest School provision for all children across the school and further sessions for disadvantaged pupils. Half termly attendance monitoring and meetings where needed. Engage the relevant support professionals in line with the Attendance Policy and Medical Conditions Policy to encourage good attendance. Well planned transition arrangements into EYFS to ensure nursery and parental engagement to identify 'at risk' pupils, as or before they start school. Transition with local high schools and preparing our Y6 children for their next steps in Education	 Headssup programme	

Increase links with SEND specialists and early identification of needs.	Headssup Wellbeing Education Projects	
Disadvantaged pupils are targeted to access extra-curricular activities.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
Enrichment plan across the school to ensure our pupils	Outdoor education visits for children in Y4, Y5 and Y6. Each year group has experiences both inside and outside of the school to develop their wider development linked to the bespoke school curriculum. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies Education Endowment Foundation	4
Roles and responsibilities are developed across the school but especially in Key Stage 2.	Developing their self-esteem through roles and responsibilities. They feel involved and part of the St Hilda's School Family, recognising the role they play as part of that family.	4

Total budgeted cost: £37902.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS data: 80% Good Level of Development

Phonics check: 90% achieved the standard

Key Stage 2 SATS:

End of Key Stage 2 (Y6) St Hilda's Primary School results 2025 **% reaching the expected standard**	
Reading	93%
GDS	48%
Writing	83%
GDS	17%
Mathematics	93%
GDS	41%
Grammar, Punctuation and Spelling	93%
GDS	34%
Combined (reading, writing, maths)	76%
Combined Higher Standard	10%

Disadvantaged pupils:

Reading: 86% EXP+ 43% GDS

Maths: 100% EXP+ 14% GDS

SPAG: 86% EXP+ 29% GDS

Improvement in the attendance of PP children. This is closely tracked and monitored by the Key Stage leads and parents are supported with attendance issues.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

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

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.