

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Willerby Carr Lane Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sean Smith, Headteacher
Pupil premium lead	Deborah Carmichael, Disadvantage Champion
Governor / Trustee lead	Tim Allan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
Recovery premium funding allocation this academic year	£6,380
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	£65,560

Part A: Pupil premium strategy plan

Statement of intent

At Carr Lane Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all areas of the curriculum. Our pupil premium strategy is focussed to support our disadvantaged pupils, both in terms of supporting their educational goals as well as their mental health and wellbeing.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning, and we have made sure that all staff has received training to identify these barriers. There is no “one size fits all” as these barriers to learning are varied, and our aim is that our response will benefit all pupils at our school and not just our disadvantaged. Common barriers to learning can be less support at home, weak phonics and early reading fluency, lack of confidence or low self-esteem, social and emotional difficulties and attendance and punctuality issues. We also have many pupils who are achieving well and appear to be holding their own in test results – however we are aware that with extra support they could be reaching even higher.

High- quality teaching is at the core of our offer, and we ensure that by providing high quality CPD and coaching to all teachers that this is delivered across the school. Research tells us that this has the greatest impact on closing the disadvantage gap and benefits all pupils, not just the disadvantaged pupils.

We ensure that all teaching staff are involved in the collection and analysis of data, so that needs are identified early, and support put in place quickly. Staff are fully aware of who their disadvantaged pupils are, and take time to forge strong relationships with parents and families. This assists us to act early to intervene at the point that needs are identified.

Our Pupil Premium Strategy also includes the wider school plans for educational recovery, both through targeted support with the National Tutoring Programme for pupils whose education has been worse affected, and extra provision for tutoring planned and delivered by our own teaching staff in after school sessions. An offer has been made to all of our disadvantaged pupils, but includes provision for non-disadvantaged pupils too.

Our approach will be responsive to common challenges and individual needs, 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	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and becoming early, fluent readers than their peers. This negatively impacts their development as readers and their reading comprehension, and in turn affects progress across all subjects.</p> <p>Phonics Screening</p> <table><tr><th>Summer Term of Year</th><th>Number of PP children</th><th>PP %</th><th>School %</th></tr><tr><td>2021 (delayed)</td><td>3</td><td>Awaiting</td><td>Awaiting</td></tr><tr><td>2020 (delayed)</td><td>2</td><td>100</td><td>86</td></tr><tr><td>2019</td><td>6</td><td>83</td><td>86</td></tr></table> <p>Key Stage 1, Reading: At Standard or Greater Depth</p> <table><tr><th>Summer Term of Year</th><th>Number of PP children</th><th>PP %</th><th>School %</th></tr><tr><td>2021 (PIRA)</td><td>4</td><td>25</td><td>72</td></tr><tr><td>2020 (PIRA)</td><td>7</td><td>14</td><td>72</td></tr><tr><td>2019 (SATS)</td><td>4</td><td>75</td><td>86</td></tr></table> <p>Key Stage 2, Reading: At Standard or Greater Depth</p> <table><tr><th>Summer Term of Year</th><th>Number of PP children</th><th>PP %</th><th>School %</th></tr><tr><td>2021 (PIRA)</td><td>8</td><td>50</td><td>80</td></tr><tr><td>2020 (PIRA)</td><td colspan="3">Not done due to covid</td></tr><tr><td>2019 (SATS)</td><td>9</td><td>78</td><td>85</td></tr></table>	Summer Term of Year	Number of PP children	PP %	School %	2021 (delayed)	3	Awaiting	Awaiting	2020 (delayed)	2	100	86	2019	6	83	86	Summer Term of Year	Number of PP children	PP %	School %	2021 (PIRA)	4	25	72	2020 (PIRA)	7	14	72	2019 (SATS)	4	75	86	Summer Term of Year	Number of PP children	PP %	School %	2021 (PIRA)	8	50	80	2020 (PIRA)	Not done due to covid			2019 (SATS)	9	78	85
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2	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Key Stage 1, Maths: At Standard or Greater Depth</p> <table><tr><th>Summer Term of Year</th><th>Number of PP children</th><th>PP %</th><th>School %</th></tr><tr><td>2021 (PUMA)</td><td>4</td><td>75</td><td>72</td></tr><tr><td>2020 (PUMA)</td><td>7</td><td>14</td><td>43</td></tr><tr><td>2019 (SATS)</td><td>4</td><td>100</td><td>84</td></tr></table> <p>Key Stage 2, Maths: At Standard or Greater Depth</p> <table><tr><th>Summer Term of Year</th><th>Number of PP children</th><th>PP %</th><th>School %</th></tr><tr><td>2021 (PUMA)</td><td>7</td><td>43</td><td>75</td></tr><tr><td>2020</td><td colspan="3">Not done due to covid</td></tr><tr><td>2019 (SATS)</td><td>9</td><td>89</td><td>93</td></tr></table>	Summer Term of Year	Number of PP children	PP %	School %	2021 (PUMA)	4	75	72	2020 (PUMA)	7	14	43	2019 (SATS)	4	100	84	Summer Term of Year	Number of PP children	PP %	School %	2021 (PUMA)	7	43	75	2020	Not done due to covid			2019 (SATS)	9	89	93
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3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 17 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs, with some of these receiving individual support and others small group interventions, such as friendship groups and lego therapy)</p>																																
4	<p>Assessments, observations, and discussions with staff suggest some parents of disadvantaged pupils generally engage less with the school, and with home learning activities. Limited parental engagement in</p>																																

	school and learning results in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.
5	<p>Assessments suggest that many of our disadvantaged learners are on track to achieve their expected outcomes by the end of their academic year, however we must ensure that these pupils do not fall behind and continue to experience a curriculum that is challenging for all.</p> <p>See latest school tracking data for updates.</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
Improved phonics results and reading attainment among disadvantaged pupils.	Year 1 end of year phonics screening test and Year 2 end of Key Stage reading tests, indicates that phonic and reading ability of disadvantaged pupils is in line with all pupils; KS2 reading outcomes in 2024/25 show that the gap is diminishing between disadvantaged and non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that gap is diminishing between disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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
To achieve and sustain improved parental engagement.	<p>Strengthened partnerships with parents demonstrated by:</p> <ul style="list-style-type: none"> • 100% parental attendance at parent / teacher meetings • Parents/Carers regularly support pupils with home learning tasks such as reading regularly and homework activities.

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	1, 2, 5
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Small group teaching of reading and phonics interventions for disadvantaged pupils falling behind age-related expectation - including the use of apps such as Lexia/ Reading Plus/ Spelling Frame.</p> <p>Precision teaching for D/Ad who are not closing the gap</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning, to enhance the use of challenge for all pupils, in line with DfE and EEF guidance. We will fund teacher release time for Maths Lead to assist in the</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	2

planning and delivery of lessons which ensure all pupils are suitably challenged.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Fund non-contact time for one EYFS, one year one and one year two teacher to attend training sessions to implement the Mastering Number maths scheme in EYFS and KS1. Purchase additional rekenreks to support this scheme. Train other members of staff so that the scheme can be used for small group interventions in Key Stage 2. Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations	<p>'The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.'</p> <p>https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2
Fund non-contact time for school leaders and staff to take part in monthly coaching sessions.	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.</p> <p>https://samsims.education/2019/02/19/247/</p>	5
<p>Improve the quality of social and emotional (SEL) learning. Monitor the implementation of the Jigsaw PSHE scheme throughout the school.</p> <p>SEL approaches will be embedded into routine educa-</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3

tional practices and supported by professional development and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£32,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve reading comprehension and vocabulary skills for disadvantaged pupils who have relatively low reading comprehension skills.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our intervention team	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 5

significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Staff training on the most effective uses of Teaching Assistants in the classroom, and joint training for Teachers and TAs to develop, monitor and evaluate intervention programmes.	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 5
Train Teaching Assistants to use the Mastering Number programme as a small group intervention.	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2

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

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour of specific pupils. Targeted training on behavior that challenges for individual teachers.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
Whole staff training on improving parental engagement, including considering how to tailor school communications to encourage positive dialogue about learning. This includes promotion of our SEND provision, so that parents feel more supported in supporting their children's learning.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Whole staff training on common mental health issues that can affect children of any age. Raising awareness will allow us to intervene early and signpost individuals and families for early help more effectively. Dedicate weekly ELSA time to building relationships with specific families	There is a growing evidence base to show that intervening in the early years of a child's life can make a significant difference. Importantly, intervening early also makes a qualitative difference to the lives of individuals https://www.place2be.org.uk/about-us/news-and-blogs/2019/may/the-case-for-early-intervention/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Assist with funding wider curriculum	Pupils have access to a wide range of activities within and	3

opportunities	<p>beyond the curriculum experience to enhance their cultural capital. Cost is a common barrier to accessing out of school activities, such as music tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Sports : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Support “Service” children and families.</p> <p>ELSA to make connections with our service family to stay ahead in terms of ongoing / upcoming needs.</p> <p>Dedicated time and support available as and when needed.</p>	<p>Children from armed forces families may be distinctive from other groups of children in a number of ways. These include:</p> <p>Mobility – children may move around more than usual.</p> <p>Social and emotional Children may experience stress or greater social and emotional pressures than their peers. One parent may be away from home for long periods of time and may be serving in a war zone.</p> <p>Attendance – more compassionate leave may be granted</p> <p>Parental Engagement - Parents may be reticent about taking on a long term commitment to a school, simply because they expect to have to move.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175365/Armed-Forces-Families_Goodpractice.pdf</p>	

Total budgeted cost: £65,000

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources provided by our teaching staff via Google Classroom, supplemented with resources such as the Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Lexia	Lexia Learning
Spelling Frame	Spelling Frame
Reading Plus	Reading Solutions
Doodle Maths	Doodle Learning

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA