



We Dream Big;
We Believe We Can;
We Achieve Excellence.

Pupil Premium Strategy Statement

2023-2026



Willerby Carr Lane Primary School,
Carr Lane,
Willerby,
Hull,
East Riding of Yorkshire,
HU10 6JT

Email: admin@carrlanepimary.net
Phone: 01482 653388

Approved by: Laura Widdowson
Date approved: 30.11.2024
Next review date: 30.11.2025
Pupil Premium Lead: Kathy Smith
Governor Lead: Ron Dickinson



Overview



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	409
Proportion (%) of pupil premium eligible pupils	10.8
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)	2023-2026
Date this statement was published	30/11/2024
Date on which it will be reviewed	30/11/2025
Statement authorised by	Laura Widdowson
Pupil premium lead	Kathy Smith
Governor / Trustee lead	Ron Dickinson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,240
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	£56,240



Statement of Intent

Our support for our disadvantaged children is aligned with our whole school vision:

At Willerby Carr Lane our vision is that all children have high aspirations, believe that they can achieve whatever they set their mind to and achieve excellence. Our staff work tirelessly to support children to achieve this vision.

We ensure that children have access to a curriculum that is ambitious and designed to give them the knowledge and cultural capital they need to succeed in life. We support children to develop their character – including their resilience, confidence and independence – and help them understand how to keep physically and mentally healthy. Pupils have access to a wide, range of experiences and opportunities including trips, lunchtime clubs and afterschool activities to help develop their talents and interests. We make sure that disadvantaged pupils consistently benefit from high quality teaching and achieve at the expected standard or above.

We provide a nurturing, supportive environment that is led by kindness so that children can develop socially and emotionally and feel safe and secure at school. Inclusion and the removal of any kind of label or disadvantage is at the heart of everything we do. Pastoral support and developing effective partnerships with parents and other agencies also supports our ability to achieve this vision effectively.

Whilst we do not want to force labels on children (which may be incredibly unhelpful) we are keenly aware of the additional challenges that some children experience and use the funding to help to overcome those challenges so that everyone can achieve their full potential, feel settled and safe and have positive, enriching experiences at school.



Challenges

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

1. Ensuring that all children receive high-quality teaching that is closely matched to their needs and builds on prior learning.
2. Children have social and emotional needs and need further support to develop and maintain positive mental health and well-being.
3. Some children (particularly those that are disadvantaged and have SEND) do not make the same progress as their peers from their starting points.
4. Disadvantaged children do not have access to the same extra-curricular opportunities as their peers which can have an impact on their development.

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

Children will be taught a high-quality, broad, balanced curriculum that builds on their existing knowledge and ensures that they achieve highly.

Success criteria

- Curriculum will be well-sequenced with clear progression and intent
- Impact will be able to be evidenced.
- Children will be able to talk about the learning that has taken place including the knowledge and skills that they have developed
- Work produced will demonstrate progression in knowledge and skills
- Accurate assessment will identify any gaps in learning and then teachers will plan for this accordingly
- There will be evidence of challenge in all subjects

Intended outcome

Staff are supported to develop professionally to ensure that all teaching is judged as at least good and children make good progress from their starting points.

Success criteria

- Lesson observations and learning walks show that teaching is good or better
 - ECTs are supported to complete the year that they are on
 - Regular training supports teacher and teaching assistant development
 - All staff in school have appraisals that are meaningful and help to drive improvement and raise standards
-



Intended Outcomes

Continued.

Intended outcome

All children make good or better progress from their starting points.

Success criteria

- Data shows that children are supported to make good progress from their starting points
- Interventions help to catch up children who have gaps in their learning
- Work in books is of a high standard and shows clear progress
- Feedback given by staff helps children to make further improvements
- Children can talk confidently about the progress they have made
- Individual progress measures are used for children with significant SEND

Intended outcome

Children are supported to maintain good mental health and have social and emotional support based on their needs.

Success criteria

- Lesson observations and learning walks show that teaching is good or better
- ECTs are supported to complete the year that they are on
- Regular training supports teacher and teaching assistant development
- All staff in school have appraisals that are meaningful and help to drive improvement and raise standards

Intended outcome

Children have access to a wide range of extra-curricular activities that help to develop their cultural capital and confidence in social situations.

Success criteria

- Children have access to a wide range of extra-curricular activities that help to develop their cultural capital and confidence in social situations.
 - Children are able to talk positively about the experiences they have had and the impact of these can be seen particularly in children's written work.
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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: £13500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>Half a day a week deputy release time 6500</p>	<p>EEF Report: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.</p>	1,3
<p>Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as HLTAs/ teacher cover for professional development and subject leader time 7000</p>	<p>From the EEF - Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.</p>	1,3



Targeted academic support

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

Budget £22,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia £2,200	EEF review shows that FSM children made an average of two months additional progress from using Lexia. Targeted support for developing reading and vocabulary can also have an impact on developing knowledge in other subjects.	1,3
Teaching Interventions run by LD, CS Before school, lunchtime and after school £1,330 Lunchtime club with LC £2,160	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Internal data also supports children making progress from these interventions and also increasing in confidence. Parental feedback has been positive for these interventions when run in the past. Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	1,3
SEND TA part-time Working with groups of children £9,550	Personalised support for children with the highest level of needs is necessary in order to provide personalised learning as detailed on EHCP and Healthcare plans.	1,3
Targeted interventions to support language development, literacy and Numeracy Reading Plus £4,095 Third Space Learning plus TA 1 hr per week TA time £3,000	According to the Oxford Language Report: We know from other research that the size of a child's vocabulary is the best predictor of success on future tests and children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood and three times more likely to have mental health issues.'	1,3



Wider strategies

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

Budget £24,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</p> <p>2,000 (bus for residential) 240 (music lessons)</p> <p>First Steps Lunchtime clubs £3,800</p>	<p>Pupil voice within school shows that children place high value on these activities and they feel that they have a beneficial effect on their mental health.</p> <p>The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings. The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. In his book Making Kids Clever: A Manifesto for Closing the Advantage Gap, the education writer David Didau suggests that 'the most important things to know are those things that last and which most influence other cultural development.</p>	<p>2</p>
<p>Supporting pupils' social, emotional and behavioural needs LC £15,500</p> <p>A Good Place Therapy £2,800</p>	<p>Social and emotional learning is critical to our recovery from Covid-19. Within school, increased anxiety, social and emotional difficulties and a lack of resilience are preventing children from achieving their full potential. EEF - Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>	<p>2, 4</p>

Total budgeted cost

£60,175



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils in year 6 made good progress from their starting points. As the amount of children is so small it can be difficult to measure success by looking at data. However, 60% of disadvantaged pupils got the expected standard in reading and 10% achieved greater depth, 70% expected and 10% greater depth in grammar and 50% achieved 10% greater depth in maths. The strategy is a three year strategy so the progress towards meeting the outcomes and any notes to explain this have been included below. Green highlighting means that it has been achieved, yellow that there is still some work to do and red that it has not been started yet.

Intended outcome	Success criteria
Children will have access to a high-quality curriculum that builds on their existing knowledge and ensures high attainment.	<ul style="list-style-type: none"> Curriculum will be well-sequenced with clear progression and both intent and impact will be able to be evidenced. Children will be able to talk about the learning that has taken place including the knowledge and skills that they have developed. The work produced will demonstrate progression in knowledge and skills. Teachers will feel confident in teaching the full range of primary subjects. <p>New plans for the curriculum have been created and pupil voice will be gathered throughout the year. SLT work scrutiny will check the work produced. Further teacher CPD sessions will improve confidence with new teaching units.</p>
Staff are supported to develop professionally to ensure that all teaching is judged as at least good and children make good progress from their starting points.	<ul style="list-style-type: none"> Lesson observations and learning walks show that teaching is good or better. Staff complete the NPQ's that they have signed up for. ECTs are supported to complete the year that they are on. Training supports staff development. All staff in school have appraisals that are meaningful and help to drive improvement and raise standards.
All children make good or better progress from their starting points.	<ul style="list-style-type: none"> Data shows that children are supported to make good progress. Interventions help to catch up children who have gaps in their learning. Work in books is of a high standard, shows clear progress and feedback given by staff helps children to make further improvements.
Children are supported to maintain good mental health and have social and emotional support based on their needs.	<ul style="list-style-type: none"> Children have access to social and emotional support that has a positive impact on their mental health and wellbeing. Attendance is high. Pupil surveys show that wellbeing is high.
Children have access to a wide range of extra-curricular activities that help to develop their cultural capital and confidence in social situations.	<ul style="list-style-type: none"> Children take part in a wide-range of sporting and cultural activities including trips, competitions and learning activities. Children are able to talk positively about the experiences they have had and the impact of these can be seen particularly in children's written work.



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
Lexia	Lexia Learning Systems
Read, Write, Inc	Ruth Miskin
Reading Plus	Dreambox



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