Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	60
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Callum Richards
Pupil premium lead	Callum Richards
Governor / Trustee lead	Steve Trickey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,645
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	-£0
Total budget for this academic year	£19,645

Part A: Pupil premium strategy plan

Statement of intent

At Carleton Rode Primary School our Pupil Premium Strategy is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Every child is recognised as a unique individual.

We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We use our school motto to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Pupil Premium children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Challenges

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

Challenge number	Detail of challenge
1	Close the attainment gap (between PP and Non-PP pupils) in end of key stage assessments.
2	Early assessments suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Maths attainment – in particular developing a confidence in maths fluency that will secure a closing attainment gap between PP students and non PP students.
4	Disadvantaged families find it difficult to pay for trips/services or residentials set up by the school. This would lead to a loss of learning or experiences for this group.

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
Increase % children meeting (and exceeding) age related expectations in all outcome measures.	Attainment Gap (between PP and Non-PP students), especially when seeking to secure Expected standard judgements across key stages narrows, leading long-term to no gap.
Gaps are identified through assessments and QLA. These are then targeted through Quality first teaching and through targeted intervention. These gaps are highlighted on the in school provision map.	Half termly data will show improvements. Pupil Asset completed – progress being seen. Intervention entry and exit data completed with progress being made.
Increased % of students working at or exceeding age related expectations in Maths.	% of students achieving age related expectations or greater is increased by 25%.
Access to all aspects of the curriculum for PP children: No disadvantaged child will miss out on an experience in school.	Uptake of trips/residential/experiences in school will be at the same % as non-PP pupils

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

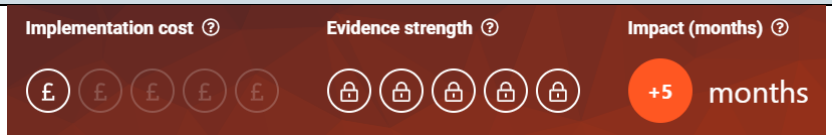
Budgeted cost: £ 16,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition and self-regulation	 Self-regulated learning can be broken into three essential components: • cognition – the mental process involved in knowing, under-standing, and learning; • metacognition – often defined as 'learning to learn'; and	1,2, 3

	• motivation – willingness to engage our metacognitive and cognitive skills. Disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Approaches: • Explicit teaching of metacognitive strategies. • Teachers modelling their own thinking to demonstrate meta-cognitive strategies. • Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to over-come current difficulties. • Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.	
TA Support for vulnerable learners.	EEF Toolkit: 'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years' interven-tions have an impact of five additional months' progress EEF: Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1,2, 3

Targeted academic support

Budgeted cost: £ 5,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged	 Phonics approaches have a strong evidence base indicating a	1,2, 3

pupils who require further additional phonics support.	positive impact on pupils, particularly from disadvantaged backgrounds. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	
Support of reading and spelling strategies through targeted approaches.	 Identified needs within school surrounding reading difficulties and the importance of identifying solutions. Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. In order to have the desired effect schools might consider: Careful assessment of pupils' needs so that teaching assistants support is well targeted. Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers	1,2, 3
Access to a range of mathematical resources to support working at or exceeding age related expectations.	Small-group tuition is effective — on average it produces 4 months' additional progress over a year and is especially effective in primary settings. Mastery approaches and high-quality maths teaching are endorsed in EEF guidance (Improving Mathematics KS2/3, Early Years guidance) — deliberate use of manipulatives, representations, emphasis on structure and problem solving supports deeper understanding which leads to higher attainment.	3
Subscribe to VNET (Norfolk) membership to give staff access to VNET's CPD, termly networks, conferences	Networks and locally-relevant, ongoing CPD increase teacher effectiveness because they allow schools to adapt evidence-based techniques to their context and to sustain improvements through peer support and moderation. VNET's model of termly networks, bespoke training and peer moderation aligns with this effective-CPD approach. Structured professional networks that focus on disadvantaged cohorts promote the consistent use of high-impact strategies (e.g., targeted small-group tuition, structured feedback, and explicit	1, 2, 3

and bespoke consultancy (including a termly *Pupil Premium Leaders' Network*), plus an online bank of resources and moderated peer networks for curriculum, assessment and intervention planning.	instruction) which the Education Endowment Foundation identifies as high-impact for narrowing attainment gaps. Using a Pupil Premium network to share what works therefore has a strong research rationale.	

Wider strategies

Budgeted cost: £ 2,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund / part fund spaces on educational visits, residential trip as well as peripatetic music lessons to develop self esteem and confidence.	Outdoor adventure learning, as well as participation in residential courses, requires collaborative learning experiences with high levels of physical and emotional challenge. These trips help to develop resilience, self-confidence and motivation, as well as develop teamwork skills across the group/class.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, as well as the current climate, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified – such as school trips, families in hardship, school clubs.	4

Total budgeted cost: £ *23,686*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	Targeted interventions, including high-quality speech and language programmes, explicit vocabulary instruction, and structured opportunities for talk, have had a measurable impact on disadvantaged pupils' oral language development. Assessments show that pupils eligible for Pupil Premium funding have made progress in receptive and expressive vocabulary, with gaps narrowing between disadvantaged pupils and their peers across EYFS and KS1. Observations and teacher assessments highlight that pupils are now more confident in using ambitious vocabulary in both spoken and written outcomes. However, a continued focus on this for the coming year will help embed these skills. Participation in class discussions has increased, with pupils demonstrating improved turn-taking, sentence structure and clarity of explanation.
Improved reading attainment among disadvantaged pupils.	Data from termly assessments and phonics tracking indicate that pupils have started to make progress, with the gap between disadvantaged pupils and their peers narrowing across some year groups. A greater proportion of disadvantaged pupils are now meeting age-related expectations in reading. The introduction of high-quality, evidence-based reading interventions—such as targeted phonics catch-up, small-group guided reading —has strengthened decoding skills, fluency, and comprehension. Disadvantaged pupils demonstrate increased reading confidence and engagement, reflected in improved reading stamina and greater participation during whole-class reading sessions.
Disadvantaged pupils 'know more and can do more'	Targeted academic support, high-quality teaching, and structured enrichment opportunities have contributed to improved pupil knowledge, confidence, and independence in learning. Monitoring through book looks, pupil voice, and assessment data shows that disadvantaged pupils are retaining key knowledge more securely and applying skills with greater accuracy. Pupils demonstrate stronger subject understanding during lessons and are better able to talk about their learning using age-appropriate vocabulary. This has been particularly evident in core subjects, where

	pupils are showing improved fluency in essential skills such as number facts, reading comprehension, and basic writing conventions. Classroom observations indicate that disadvantaged pupils now participate more actively and approach tasks with greater resilience and confidence. Targeted interventions and pre-teaching have supported pupils to access new learning more successfully, leading to increased engagement and improved outcomes over time.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Enhanced pastoral provision, targeted emotional support, and a consistent whole-school approach to wellbeing have resulted in pupils feeling safer, more supported, and more able to engage positively with learning. The introduction of targeted interventions—including ELSA sessions, nurture groups, mentoring, and increased access to pastoral staff—has been particularly beneficial for disadvantaged pupils, enabling them to build trusted relationships and develop coping skills. Attendance for identified pupils has improved, and punctuality concerns have reduced, reflecting greater engagement with school life.

Externally provided programmes

Programme	Provider
Read, Write, Inc Phonics Programme	Ruth Miskin
White Rose Maths	White Rose

Further information (optional)

In planning our new pupil premium strategy, we evaluated which activities and interventions undertaken in previous years had had the most impact. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with pupils and teachers and pupil progress meetings in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to continue to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.