



# Pupil premium strategy statement – Carrington Junior School

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	232
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2023-2026
Date this statement was published	20 <sup>th</sup> December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Governing board
Pupil premium lead	A Reid
Governor / Trustee lead	Jonathon Nelson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,380
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,380

# Part A: Pupil premium strategy plan

## Statement of intent

### Supporting Disadvantaged Pupils at Carrington Junior School

At Carrington Junior School, we have a deep understanding of the common barriers to learning that disadvantaged pupils may face. We are committed to ensuring that this knowledge is shared across our staff team so that every adult in our school is equipped to support pupils effectively.

We hold the highest expectations for all children, regardless of their starting points or challenges.

We believe that **high-quality teaching, targeted interventions**, and a **diverse programme of enrichment activities** are the most impactful strategies for helping our disadvantaged pupils thrive.

Our aim is for every child to:

- Communicate confidently using a rich and varied vocabulary
- Develop a lifelong love of reading, recognising that books open doors to new worlds
- Be emotionally regulated and ready to engage positively with their learning

We believe that every child can succeed.

### Relationships and Community

Strong, positive relationships with pupils and families, and working together, ensure that children feel safe, happy, and valued. Our aim is for every pupil to feel a sense of belonging and enjoy coming to school.

### Our Core Objectives for Disadvantaged Pupils

- Use assessment to inform action and close gaps in literacy and numeracy
- Ensure equal access to opportunities beyond the classroom
- Foster a sense of belonging and value, where every pupil knows their contributions matter

### How We Achieve This

- Developing trauma informed and attachment aware practices
- Collaborating with colleagues across other schools, in particular our federated school, Carrington Infant School
- Promoting wellbeing and resilience amongst pupils, including disadvantaged
- Empowering parents to support their children's learning
- Raising attainment in speech, language, and phonics, supported by Language Link and Little Wandle Phonics
- Tracking participation in extra-curricular activities to broaden life experiences
- Addressing persistent absence and lateness through the support of class teachers, teaching assistants and family liaison workers.

- Creating frequent opportunities for purposeful talk

#### Our Commitment

- Ensuring all teaching is consistently good or better, supported by staff training and coaching.
- Delivering targeted, meaningful support
- Making every pupil feel valued and recognised
- Supporting pupils to be ready to learn, through positive relationships, adaptive teaching and scaffolded support
- Maintaining strong parental engagement through invites to performances and opportunities to celebrate children's work, good communication and pro-active contact.

## Challenges

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

Challenge number	Detail of challenge
1	Prior academic attainment (42%-48% have lower than expected attainment at the end of last year across core learning)
2	SEND (28% have SEND needs)
3	Attendance (26% had attendance below expected level last year)
4	Parental support/ single adult family
5	Young carers

## 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
<p>Improved attainment and a narrowed gap in attainment between PP and non-PP pupils, specifically relating to,</p> <ul style="list-style-type: none"> <li>• Writing for purpose, vocabulary breadth and grammatical sense</li> <li>• Mathematical fluency, and arithmetic and reasoning outcomes</li> <li>• Reading and phonics outcomes</li> <li>• Increased awareness of learning (metacognition), through the learning pit, and PSHE lessons, as well as pastoral</li> </ul>	<p>Improved outcomes in terms of numbers of PP children achieving ARE in assessments</p> <p>PiXL data tracking (Measured with termly assessments – for pupils with SEND, also measured in terms of personal targets relating to academic achievement)</p> <p>Pupil voice will show improved confidence.</p>

<p>support, to increase 'learning bravery' and making a start.</p>					
<p>Improved attendance and a narrowed gap in attendance rates between PP and non-PP pupils. Children in our PP eligible pupils group are twice as likely to have persistent absence and have an average lower attendance rate. This means that they are less incorporated into their friendship groups and social activities and are less confident with their learning due to gaps in lessons.</p> <p><b>Positive changes, lead to more positive personal and academic outcomes, which in turn improve attendance.</b></p> <p>(see below)</p>	<p>Narrowed gap in attendance rates Autumn Term 2025 baseline below, for improvement.</p>				
<p><b>School attendance data</b></p> <p>Get attendance and absence figures for the whole school and pupil characteristic groups. Use the filter pane on the right hand side to select pupil characteristics. Data is updated daily.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">Number of pupils 78</td> <td style="padding: 5px; text-align: center;">Overall attendance 92.8%</td> <td style="padding: 5px; text-align: center;">Persistently absent pupils 18</td> <td style="padding: 5px; text-align: center;">Severely absent pupils 2</td> </tr> </table>		Number of pupils 78	Overall attendance 92.8%	Persistently absent pupils 18	Severely absent pupils 2
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<p>(Baseline -Pupil premium eligible pupils)</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">Number of pupils 158</td> <td style="padding: 5px; text-align: center;">Overall attendance 96.1%</td> <td style="padding: 5px; text-align: center;">Persistently absent pupils 19</td> <td style="padding: 5px; text-align: center;">Severely absent pupils 0</td> </tr> </table>		Number of pupils 158	Overall attendance 96.1%	Persistently absent pupils 19	Severely absent pupils 0
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<p>(Comparison non-pupil premium eligible pupils)</p>					
<p>Increased PP participation in extra-curricular activities. An improved offer in terms of breadth of activities offered.</p> <p>Ensuring parents have access reminders and the chance to book in promptly through conversations with family liaison workers.</p>	<p>A greater % of PP pupils take part in at least one club per year.</p>				

## 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: £ 44,150

Activity	Evidence that supports this approach	Challenge number addressed
Focused groups in core lessons (Maths and writing) for 1.5 year groups (smaller groupings allowing	Smaller group sizes (EEF +2 months)	1

higher proportion of teacher contact time per child)	(EEF feedback +6 months)  And internal evidence of impact from Y3 cohort last year.	
Pupil progress meetings with raising standards lead:  Increased accountability for class teachers to ensure PP pupils close the gap, coaching to support specific needs of pupils	Section 5 of Putting the Evidence to work: A guide for schools - <a href="#">Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time</a> .	1
CPD for teachers and TAs:  Focus on maths fluency and other PP priorities	Mastery learning (EEF +5 months)  EEF report – <a href="#">Effective professional development</a> - focus on building knowledge and developing teacher techniques	1

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

Budgeted cost: £ 33,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading focus TA time  Completing priority reading with PP pupils and supporting wider engagement	Teaching assistants delivering targeted interventions (EEF +5 months)	2
Small group, teacher lead, booster sessions in maths	(maths low confidence is one of the two most commonly cited reasons for low attendance)  Teachers delivering targeted interventions (EEF +6 months)	1
Targeted intervention groups:  Pupils identified through PiXL and TA given specific sessions to fill learning gaps and boost progress	Small group tuition (+4 months EEF)  Feedback on attainment and personal learning gaps (EEF feedback +6 months)	1, 2
PiXL <ul style="list-style-type: none"> <li>targeted resources, relating to individual pupil gaps, used in whole class teaching and intervention groups</li> </ul> provision of intervention resources to support targeted interventions	Feedback on attainment and personal learning gaps (EEF feedback +6 months)  Small group tuition (EEF feedback +4 months)	1,2

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

Budgeted cost: £ 31,686

Activity	Evidence that supports this approach	Challenge number(s) addressed
Young carers group: <ul style="list-style-type: none"> <li>• A safe space to share common experiences and difficulties</li> <li>• A place to learn strategies and develop resilience for dealing with difficult things</li> <li>• A sense of belonging</li> </ul>	Social and emotional learning (EEF +4 months)	4/5
Family liaison worker: <ul style="list-style-type: none"> <li>• Developing positive relationships with families of vulnerable pupils</li> <li>• Dedicated time to engage with attendance</li> </ul>	Social and emotional learning (EEF +4 months)  Parental engagement (EEF +4 months)	3 / 4
Counselling <ul style="list-style-type: none"> <li>• 1:1 counselling sessions where appropriate for vulnerable pupils</li> </ul>	Social and emotional learning (EEF +4 months)	4/5
Access to extra-curricular activities and visits <ul style="list-style-type: none"> <li>• Supported access to swimming/clubs</li> <li>• Supported access to educational visits</li> <li>• Supported access to residential trips</li> </ul>	Arts participation (EEF +3 months)	4/5
Access to forest school <ul style="list-style-type: none"> <li>• Increased confidence and belonging</li> <li>• Increased resilience- transferrable to the classroom</li> <li>• Increased attendance</li> </ul>	Social and emotional learning (EEF +4 months)	1,2
Small group and 1:1 mentoring for PP pupils <ul style="list-style-type: none"> <li>• Trained mentor</li> <li>• Regular contact</li> <li>• Tailored to specific pupil's needs</li> </ul>	EEF (+2 months)	4
Trauma informed schools training and approach <ul style="list-style-type: none"> <li>• Relationship based approach</li> <li>• Training sessions for all staff in school</li> <li>• Visiting specialist for coaching and QA</li> </ul>	Social and emotional learning (EEF +4 months)	4,5
EBSNA training for all staff-	Social and emotional learning	4,5

In line with all schools nationally, there are increases in children experiencing difficulty in coming to school (regardless of other barriers), specific training parallel to trauma informed approaches training, will enable the school to support these children's specific needs.	(EEF +4 months)	
Work showcases – children have an opportunity to share work that they're proud of with parents and carers on a termly basis		
Reading champions – selected children from UKS2 visit the federated Infant school to echo read, identify and discuss vocabulary and plots with identified Year 1 children.		

**Total budgeted cost: £109,380**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Official attainment data for 2024-25 shows the following:*

Children achieving expected levels in reading, writing and maths:

	<i>National average</i>	Children achieving expected level at this school	Pupil premium achieving the expected level	National average pupil premium
Reading, writing and maths combined	62	65	Data available March 26	47
Reading	75	77	Data available March 26	63
Writing	72	68	Data available March 26	59
Maths	74	75	Data available March 26	61

### Externally provided programmes

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

Programme	Provider
Wycombe Wanderers Foundation (Education Trust) Academic mentoring	WWFC Foundation
Private counselling	Amanda Urquhart

## 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*

- Reading and maths booster groups.
- Family liaison pastoral support.
- Forest school provision
- 1:1 challenge provision- plus writing workshop

**The impact of that spending on service pupil premium eligible pupils**

- Pupil voice reports confidence through variety of activities and opportunities. In particular, writing challenge in class and small groups.
- Small group reading support for Pupil B has had a positive impact seen in the results of more formal assessment than at previous school.

Attainment impact as follows:

	Year entry reading	Year end reading 25	Year entry writing	Year end writing 25	Year entry maths	Year end maths 25
Pupil A	GDS	GDS =	GDS	GDS +	GDS	GDS +
Pupil B	GDS (KS1 teacher assessment)	GDS	GDS (KS1 teacher assessment)	ARE Spelling and grammar: GDS	GDS (KS1 teacher assessment)	ARE