# Pupil premium strategy statement

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Carr Mill Primary School |
| Number of pupils in school | 310 |
| Proportion (%) of pupil premium eligible pupils | (48%) |
| Academic year/years that our current pupil premium strategy plan covers | 2024 to 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Andrew Maley (Head Teacher) |
| Pupil premium lead | Sally Hampton (Teaching and Learning Lead) |
| Governor / Trustee lead | David Rimmer (Chair of Governors) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £189,732 |
| Recovery premium funding allocation this academic year | £4,459 |
| 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 | £194,191 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Carr Mill Primary School our intention is that all pupils, irrespective of their background make good progress from their starting points and have access to the highest standard of education and expectations. The focus for our pupil premium strategy is to support our disadvantaged pupils to develop the knowledge and skills needed to succeed at school and support their choices they make in their future lives.  Our focus for 2024-2025 is on further developing staff expertise in the key areas of language development and phonics; as the precursor to reading. We have invested in CPD for all staff and deployed high experienced staff to support targeted interventions. We intend to make enriching experiences with the aim to build cultural capital of our disadvantaged pupils whilst also improving their physical and mental wellbeing.  The key principles underpinning our approach:   * Our pupil premium strategy links to all other aspects of our whole school strategic planning * A relentless focus on a high-quality curriculum * High quality teaching and learning achieved through CPD planning * Our actions are evidence based on National research * All members of our school community are aware of the desired outcomes and how we will achieve them and their role in doing so * Our actions are measurable with clear success criteria * We have robust methods to regularly check for impact and adjust strategies where needed * That all members of our community are aware of the desired outcomes of our plan, how we will achieve them and the roles they play. * That our plan will be responsive and flexible to meet any changing local and national needs * To ensure governors are fully aware of their role in the Pupil Premium strategy |

## Challenges

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

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| Challenge Number | Detail of challenge |
| **1** | **Attendance**  Attendance, punctuality and readiness to learn on arrival at school remains a key challenge.   * 2023/2024 – Attendance Data – PP 93.31% v Non-PP 94.70 (1.6% diff)   Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.  **This will be measurable by attendance data analysis.** |
| **2** | **Social, Emotional and Mental Wellbeing**  Social, emotional and mental wellbeing (particularly self-regulation and resilience) are low. This includes children having limited access to wider activities and enrichment opportunities to support mental wellbeing.  **This will be measurable by SDQ questionnaires, discussions with pupils and their families, pupil progress meetings, attendance at events, Pupil and Parent Surveys.** |
| **3** | **Low Level Language Skills**  Low levels of language skills identified by staff screening for all pupils.  NFER Reception Baseline Assessment (RBA) Data shows that 25% of our 4/5 year olds (PP) were working at ARE for Communication and Language.  Wellcomm assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.  **This will be measurable by Wellcomm assessments.** |
| **4** | **Early Years Reading, Writing and Number**  On Entry Baseline Data indicates children, including disadvantaged children, as being significantly low on entry for Reading, Writing and Number.   * 2024 RBA READING Data showed 7% of disadvantaged children working at ARE * 2024 RBA WRITING Data showed 9% of disadvantaged children working at ARE      * 2024 RBA NUMBER Data showed 13% of disadvantaged children working at ARE   **This will be measurable by teacher assessments and observations.** |
| **5** | **KS1/KS2 Reading, Writing and Maths**  The number of disadvantaged pupils meeting Age Related Expectations in Reading, Writing and Maths is lower than their peers **as evidenced by End of Key Stage Statutory Assessments (2024)**.   * 2024 KS1 READING – PP 37% v Non PP 35% * 2024 KS1 WRITING – PP 35% v Non PP 33% * 2024 KS1 MATHS – PP 43% v Non PP 41% * 2024 KS2 READING – PP 64% v Non PP 81% * 2024 KS2 WRITING – PP 60% v Non PP 87% * 2024 KS2 MATHS – PP 56% v Non PP 75%   **This will be measurable by NFER assessments and gap analysis.** |

## 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.

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| Intended outcome | Success criteria |
| 1.Through a detailed and regular analysis of attendance there will be a focus on ensuring all disadvantaged pupils have attendance records in line with non-eligible pupils. This will involve support structures before and after school and the use of specialist staff to liaise with harder to reach home situations to ensure children attend school on time.  We will measure impact through attendance and punctuality data. | Attendance data will show the gap closing towards National figures for FSM disadvantaged with a focus on persistent absence, so children regularly attend school and gain greater access to a full curriculum. |
| 2. Children will be re-engaged in learning. Social and Emotional needs will be identified and supported through interventions and pastoral support. This is intended to overcome barriers to learning.  Teacher recommendations will identify children needing extra support / interventions.  Children will have a greater access to cultural and sporting experiences beyond the classroom to experiential learning.  Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles.  We shall seek to link PE and Sports Premium Planning with our Pupil Premium Plan to ensure that eligible pupils have full access to a wider range of activities.  There will be a strong focus on mental wellbeing.  We will measure impact through close analysis of SDQ’s, attendance and behaviour records, teacher and pupil views. Positive responses from pupils and parents will be gathered. | Qualitative data from student voice, student and parent surveys and teacher observations will show impact - positive shift in social and emotional well-being.  Where appropriate SDQ’s (strength & difficulties questionnaires) will be used to identify and meet specific needs.  NFER data will show closing of the gap for disadvantaged children, including those who have shown signs of reduced self-regulation  Appropriate external support will be sought where required.  Cultural Capital opportunities will be given to children   * Ensuring access to all school trips * After School Clubs for Physical Activities and the arts * Sports Premium funding used to develop access to sports and sporting facilities   There will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| 3. From Early Years upwards, children will receive age-appropriate support for both home and school to further develop speech and language skills.  We will measure impact through Wellcomm assessments. | There will be a year-on-year reduction in number of pupils below ages appropriate standards for language.  Ensure that support is effectively targeted.  Wellcomm assessments will show impact and progress for each individual child. |
| 4. Improved reading, writing and maths attainment for disadvantaged pupils in Early Years by the end of each phase.  We will measure impact through teacher assessment data and observations to assess progress and level of challenge. | Early Years reading, writing and maths outcomes improve each year so that by 2026/27 the gap between disadvantaged pupils and all other pupils has narrowed (comparing to 2024 data).  Consistent DfE approved phonics scheme (Read, Write, Inc) taught consistently across EYFS and KS1. |
| 1. Children will gain fluency in the core aspects of literacy ensuring age-appropriate reading and writing standards.   Improved maths attainment for disadvantaged pupils across school.  WE will measure impact through NFER Data and gap analysis to assess progress and level of challenge. | Reading – significant shift towards all pupil achieving age-appropriate standards in reading as shown through NFER scores and the use of confidence bands to ensure that all pupils are challenged appropriately.  There will be clear improvements in the quality of writing for all pupils.  KS2 maths outcomes improve each year so that there is a significant shift towards all pupils achieving age related standards.  Teaching for Mastery approach will be developed throughout all key stages.  NFER assessments evidence increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils. |

## 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: £38,800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Further develop  tools and expertise  to weave oracy into  daily teaching  and learning. | EEF evidence shows that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.  Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.  Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. There is evidence  to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. | 3,4,5 |
| Staff training in core areas of literacy improvement -phonics for all, writing improvements  CPD in the use of Wellcomm screening and purchase of resources to implement. | EEF Teacher Toolkit on effective strategies for EYFS, reading comprehension and improving the progress of children with Special Needs.  EEF study into the teaching of phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  EEF Improving Literacy in KS1 (October 2021):  “Consider the following when teaching a phonics programme: — Training: ensure all staff have the necessary pedagogical skills and content knowledge” | 3,4,5 |
| To improve the progress of PPG children with  SEND across school  through quality first  teaching.  Purchase of Dyslexia  profile   * Beat Dyslexia * Acorn Room provision | “The school aims are that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.” School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.  Pupils who have both SEND and are in receipt of Pupil Premium are at risk of falling behind their peers. Often small adaptions to provision, additional resources and training can ensure that pupils are able to ‘keep up.’  Therefore, we have prioritised training for staff on quality first teaching and dedicated a proportion of a senior leaders’ timetable to ensuring that appropriate provision is in place to support pupils  that are SEND and PP.  <https://www.jrf.org.uk/child-poverty/special-educational-needs-and-their-links-to-poverty> | 3,4,5 |
| EYFS curriculum  development and  training. | Children born into different socio-economic backgrounds are likely to have significantly different life chances, and these socio-economic differences take hold early. Educational attainment is a  significant factor affecting life chances. Disadvantaged children start school behind their peers when they begin school, and that attainment gap widens, unless tackled, as children progress through school, particularly during secondary school. In 2016, disadvantaged pupils were on average 19.3 months behind their peers by the time they took their GCSEs. The EPI estimates that “at the current rate of progress, it would take a full 50 years to reach an equitable education system where disadvantaged pupils did not fall behind their peers during formal education to age 16”. The evidence is clear that early years education for children below the age of four has a positive impact on the life chances of disadvantaged children. Disadvantaged children receive particular benefit from attending pre-school, especially when they are learning alongside children from different social backgrounds. The Sutton Trust told us in written evidence that ‘The attainment gap between disadvantaged children and their more advantaged counterparts is already evident when children begin school aged 5, with a gap between them the equivalent of 4.3 months of learning. This gap more than doubles to 9.5 months at the end of primary school, and then more than doubles again to 19.3 months at the end of secondary school.’ Therefore, we have prioritised the development of teaching and learning across our Early Years Foundation Stage in terms of staffing, training and resources.  <https://development-matters.org.uk/wp-content/uploads/2021/08/Curriculum-Guidance-EYFS-V3.pdf> | 4 |
| To offer an extensive internal and external programme of high quality, evidence-based CPD targeted to individual teacher’s and learning assistant’s needs and whole school priorities with a sharp focus on high quality first teaching.  To ensure CPD provides understanding and engagement for school improvement priorities to ensure  engagement with SIP targets to improve standards. | EEF ‘Menu of Approaches’ Evidence Brief, September 2023: “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.” | 3,4,5 |

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

Budgeted cost: £38,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further support with phonics. | 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. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 3,4,5 |
| Deployment of L3 LSA to deliver 1:1 phonic sessions every afternoon for targeted pupils using RWI programme. | EEF Study into one-to-one tuition: “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.” |  |
| Purchase of WELLCOMM language screening programme.  WELLCOMM training for all staff (teachers and TA’s)  Embedding WELLCOMM oral language interventions and activities in the Early Years (and throughout school in-light of need), linked to the wider curriculum. | EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.  The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months’ progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 3 |
| Intervention -teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.  Interventions include:  WELLCOMM/  Phonics  Beat Dyslexia  Precision teaching  Maths non-negotiables  Handwriting – letter join | Making best use of Teaching Assistants – EEF report   * Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points. * Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants. * Explicit links to classroom teaching made.   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 3,4,5 |
| Intervention and purchase of resources to raise attainment for targeted pupils.   * Drawing club training * Maths EYFS project * Writing resources – spelling, grammar, oracy. | Recommended by EEF and Department for Education.  Tuition targeted at specific needs and knowledge gaps can be an effective meth-od to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:   * [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4, 5 |

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

Budgeted cost: £117,391

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Trips to library, museums, art galleries, religious buildings, residential trips etc. (Questionnaire of experiences) | EEF/Pupil Premium Awards research on the importance of experiential learning  Wider research regarding the importance of building cultural capital  Wellbeing evidence | 2 |
| OPAL training and purchase of resources to enhance children’s learning through play. | *Independent evaluation of the OPAL Primary programme by Dr Wendy Russell and Dr Stuart Lester from Gloucester University and Dr Owain Jones from the University of West of England. Key findings show that the benefits of OPAL include:*  *-Positive changes to the school’s understanding and position on play (particularly in relation to risk, adult control and all-weather play)*  *-Imaginative and creative alterations to the school grounds in order to open up more possibilities for play*  *-Changes in children’s play patterns, greater variety of play behaviours, and wider use of time, space and materials for child-initiated outdoor play*  *-Increased children’s enjoyment of play times with an associated reduction in perceived disruptive behaviour*  *-Teaching staff who valued the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development. ‘Supporting School Improvement Through Play’*  Play England, National Children’s Bureau (2011). <https://outdoorplayandlearning.org.uk/home/for-schools/research/> | 2 |
| After school sporting clubs to be offered linked to sports premium planning.  Also, other extra-curricular after school clubs for disadvantaged children.  Ed Start delivery of PE sessions and after school clubs | Sports Council  Linked to Sports Premium Plan  School knowledge of the importance of sporting experiences in our local community | 2 |
| Increased engagement with FSM families to support with attendance.  Attendance Officer to work with families. | Attendance data shows that FSM attendance rates are lower than non-FSM attendance rates.  <https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf>  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 1 |
| Staffing and running costs for Breakfast Bistro to allow disadvantaged children the opportunity to access a ‘meet and greet’ and enjoy breakfast in readiness for their learning.  Bagel and fruit pledge for every child each day. | Schools Minister Lord Agnew said:  “We want every child to lead a healthy, active and happy lifestyle regardless of their background. That’s why we are giving thousands more children in disadvantaged areas the opportunity to attend a breakfast club, which will help boost attendance, behaviour and attainment, helping them to achieve their best in school.” | 1 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers/ family intervention worker/ pastoral manager to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  DFE Improving Attendance at School: “There is a clear link between poor attendance at school and lower academic achievement.” EEF (2022) School Planning Guide on attendance “There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance.” Attendance Interventions Rapid Evidence Assessment (EEF, 2022)” | 1 |

**Total budgeted cost: £194,191**

# 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 2023 to 2024 academic year.

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| **2023 – 2024 Impact**  Challenge 1:  **Attendance**   * 2023/2024 – Attendance Data – PP 93.31% v Non-PP 94.70 (1.6% diff)   The attendance gap between pupil premium and non-pupil premium children has continued to fall over the last academic year due to the continued whole school drive to improve attendance.  Attendance remains the school’s main priority for development, as we recognise that in order to positively impact children’s emotional and educational progress, they must regularly attend school. It is the responsibility of all members of staff – who take an active role across school to celebrate good attendance and challenge and offer support in circumstances where attendance needs to improve.  School work tirelessly to listen, understand, empathise and provide support when children are unable to attend school – however we do not tolerate poor attendance and will always be proactive in helping our families to improve this, enabling children to return to the classroom as soon as possible. In September 2023, Carr Mill were recognised by the Local Authority for their excellence in providing such support and were awarded an award for the Early Help work and intervention completed.  Support available to address the root causes of poor school attendance include:   * Family First Positive Parenting Programme * Sleep Tight Parenting Course * EBSA support plans * Referral to external services * Early Help support   One of the main proactive strategies to support families where attendance has been of concerns, or is becoming a concern is the offer of a fully funded daily Breakfast Bistro place. This club continues to be well attended and positively s the attendance of targeted children, including children classified as Pupil Premium.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Total number on roll (exc. Nursery)**  **274** | | | **Number of boys on roll: 164**  **Number of Girls on roll: 110** | | | **Number of PP on roll: 133**  **Number of Non-PP on roll: 141** | | | |  | **Monday**  **4/3/24** | **Tuesday**  **5/3/24** | | **Wednesday**  **6/3/24** | **Thursday**  **7/3/24** | | **Friday**  **8/3/24** | **Total across the week** | | Total Number of pupils accessing the provision | 102  37.2% | 96  35.1% | | 100  36.5% | 103  37.6% | | 99  36.1% | 500  36.5% | | Number of boys | 58  35.4% | 56  34.1% | | 59  36.0% | 60  36.6% | | 57  34.8% | 290  35.4% | | Number of girls | 44  40.0% | 40  36.4% | | 41  37.3% | 43  39.1% | | 42  38.2% | 210  38.2% | | Number of pupil premium | 49  36.9% | 50  37.8% | | 49  36.9% | 52  39.1% | | 51  38.3% | 251  37.7% | | Number of non-pupil premium | 62  44.0% | 55  39.0% | | 60  42.5% | 43  30.1% | | 42  29.8% | 262  37.2% |   School also continues to employ the services of an Educational Welfare Officer, via a service level agreement with the local authority. This enables further support to be offered to families who require a more formalised approach to improve attendance levels.  Challenge 2:  **Social, Emotional and Mental Wellbeing**  Carr Mill continues to prioritise the social, emotional and mental wellbeing of our pupils through a comprehensive and graduated approach to mental health support. PATHS remains our universal offer to all pupils  Last academic year, it was wonderful to watch PATHS continue to be an integral part of life at our school with children being well versed in the strategies and now even supporting each other to put these into practice. The impact of PATHS is here to stay at Carr Mill, even if we stopped delivering the programme tomorrow - our children now have the skills needed to recognise and embrace their feelings and emotions for life.  Children recognise that all of their feeling are normal and ok. Twice weekly PATHS lessons de-stigmatise discussion around emotions/feelings/mental health and model what the children need to do if they help to tackle them. Over the 4 years we have been delivering PATHS - we have seen our children develop the resilience to embrace strong and uncomfortable emotions and a growing confidence in supporting their peers to do the same.  A lovely example of this was an observation of a dysregulated child in our Reception class being supported by their peers who were urging them to 'do the turtle'. It has also been inspiring to see our Year 5 B's Buddies and Year 4 B's Buddy Apprentices, coach and support many pupils to calm and assist them in solving their problems at break and lunchtime. The fact that so many of our children aspire to this role is testament to the impact that PATHS has had at Carr Mill and the confidence the children have in its teaching.  PATHS has resulted in a reduction in the number of children requiring referral to tier 3 services.  School provided insight into the impact of PATHS upon the more general health and wellbeing of pupils at Carr Mill by contributing to the 2023/24 St Helens wide PATHS Impact Report:  *‘’Following the introduction of the* PATHS® Programme *as our universal offer to all pupils, we have then been able to develop a school graduated response to mental health. This now includes referral to our local Mental Health Support Team who are able to work alongside school to implement swift intervention for children and their families if needed. When we make referrals into this team, thanks to the embedding of the* PATHS® Programme *model within our school, we are able to provide detailed information to practitioners about the SEL already accessed by children and the strategies that they are familiar with. This adds weight to our referrals and ensures the MHST practitioners are able to quickly identify further intervention that could enhance the knowledge already held by children.”*  During 2023/2024, Carr Mill also remained committed to continue to fund a comprehensive support package for our children, including: a daily free breakfast for all, free early morning childcare and heavily subsidised extra-curricular activity places. We also contributed substantially to the costs of educational visits and trips, ensuring none of our pupils miss out on these vital opportunities. We always strive to go the extra mile for our families, but in the current financial climate this is becoming increasingly challenging.  Challenge 3:  **Low Level Language Skills**  The Wellcomm programme has been imbedded across the whole school and continues to be the primary tool for expressive and receptive language development. Pupil premium children continue to be targeted to assess their understanding of language.  The results over the academic year have shown an improvement in the language skills of children who receive a pupil premium. 15% of children moved from red to amber and 15% moved from amber to green. The remaining 70% of children will continue to develop their language skills using the Wellcomm toolkit. Children who are amber are only one age band below and will be supported to move from amber to green during the first academic term.  Given the success of the Wellcomm Toolkit for the academic year 2024-2025 the school will trial using Wellcomm Digital. WellComm Digital in an online toolkit is user-friendly and assess children aged 6 months to 11 years in just 10-15 minutes with step-by-step guidance. The new digital version helps identify delays early, with guided observations conducted on a tablet or laptop and picture prompts available digitally. Access is immediately available via the Big Book of Ideas (included in each toolkit) which provides 150 targeted interventions for both in classroom and at home, allowing you to support pupils immediately.  Challenge 4:  **Early Years Reading, Writing and Number**  EYFS disadvantaged data end of 2023 – 2024 academic year:  Reading: baseline 13% of disadvantaged children working at ARE  2024 – 25% (vs 50% non-disadvantaged)  Writing: baseline 9% of disadvantaged children working at ARE  2024 – 25% (50% non-disadvantaged)  Maths: baseline 9% of disadvantaged children working at ARE  2024 – 41% (53% non-disadvantaged)  Challenge 5:  **KS1/KS2 Reading, Writing and Maths**   * 2024 KS1 READING – PP 37% v Non PP 35% * 2024 KS1 WRITING – PP 35% v Non PP 33% * 2024 KS1 MATHS – PP 43% v Non PP 41% * 2024 KS2 READING – PP 64% v Non PP 81% * 2024 KS2 WRITING – PP 60% v Non PP 87% * 2024 KS2 MATHS – PP 56% v Non PP 75% |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| RWI Phonics | Read, Write, Inc |
| RWI Spelling | Read, Write, Inc |
| Writing support materials | Grammarsaurus |
| Online Times Tables Support | TT Rockstars |
| Premium Classroom Resources | White Rose Maths |