

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

Detail	Data
School name	Carlisle Infant School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	26 pupils (inc.1 CLA) – 12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3-year plan – 2024-2025, 2025-2026 2026-2027 (3 academic years)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ms Zoe Brittain (Federation Headteacher)
Pupil premium lead	Mr Marc Lowery (Head of School), Mr David Wells (Head of School)
Governor / Trustee lead	Casey Mouton (Finance & Premises committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42,020

Part A: Pupil premium strategy plan

Statement of intent

We are proud of all the children at Carlisle Infant School and we value the individual contributions they make.

At Carlisle, we lay solid foundations from which children can grow and flourish. Learning is meaningful, active and creative so that all children leave with a love of learning for life. Through experience, children discover areas of strength, develop confidence and their sense of self-worth.

Staff work in partnership with parents, carers, governors and the local community to develop as well-balanced individuals to achieve their potential. We share the responsibility for preparing children to confidently succeed in a rapidly changing world.

At Carlisle Infant School the grant is allocated to initiatives to ensure pupils reach their full potential, both academically and socially. The school aims to raise the attainment and progress of pupils eligible for the PPG so that their performance is in line with pupils who are not entitled to the PPG (both nationally and within their own school).

At Carlisle Infant School, we strive to ensure all pupils achieve equality of opportunity and we monitor attainment and progress continuously. Our belief and research evidence show that, the quality of teaching and learning is the most important factor in the achievement of all pupils. This remains a consistent focus of the school and is the focus of our staff training and support from the senior leadership team. In addition to this, we are able to provide those pupils eligible for pupil premium with specific support depending on their individual needs.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children have at least average levels of Communication and Language skills
2	Children eligible for the Pupil Premium Grant have increased self-confidence and view themselves positively as learners.
3	PPG children are currently performing less well than their non-PPG peers in the key areas of Writing and Maths
4	Some families lack the resources or own confidence, ability or skills to enable to support their young children's learning effectively
5	Despite significant improvements in this area in recent years, attendance figures show that % of persistent absentees are children eligible for PPG funding; PPG attendance is below that of non PPG pupils overall

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
Disadvantaged children have at least average levels of Communication and Language skills	<ul style="list-style-type: none"> ● At least 70% of PPG pupils meet the ELGs in Communication and Language. ● Children are clearer communicators with noticeable progress from their starting points. ● At least 70% of PPG pupils meet the age-related expectations for speaking and listening at the end of KS1.
Children eligible for the Pupil Premium Grant have increased self-confidence and view themselves positively as learners.	<ul style="list-style-type: none"> ● Results of surveys, including: pupil, parent and staff voice suggest an increased confidence and positive attitude to learning. ● Learning Walks and learning monitoring demonstrate effectiveness of these strategies.
PPG children leave Reception with average levels of attainment in prime areas and Reading, Writing and Maths	<ul style="list-style-type: none"> ● At least 70% of PPG pupils meet the ELGs in communication and language, physical development and personal, social and emotional development as well as reading, writing and number. ● At least 70% of PPG pupils achieve expected or above in reading, writing and mathematics in end of KS1 Assessments.
PPG families have increased access to resources to support their children to progress; PPG families have increased abilities or skills to enable to support their young children's learning effectively	<ul style="list-style-type: none"> ● Resources are made/purchased to offer further support to parents for supporting their children at home ● Parental feedback indicates increased confidence from support offered
Improve attendance; reduce the overall number of children identified as persistent absentees	<ul style="list-style-type: none"> ● By the end of the 24-25 academic year, 91% of PPG children will be attending school regularly ● By the end of the 25-26 academic year, 93% of PPG children to be attending school regularly ● By the end of the 26-27 academic year, 95% of PPG children to be attending school regularly; this is in line with the attendance of non-PPG pupils ● Persistent Absenteeism will continue to reduce over time for both PPG and Non-PPG children; PPG persistent absenteeism will reduce to below 20% of all PA cases by the end of the 3-year cycle

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: £10,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained staff continue to share best practice relating to Gold Attachment Aware Award achievement	Award further develops a culture of compassion and nurture and plays a pivotal role in getting our children and young people into a state of 'learning readiness'. https://www.bathspa.ac.uk/media/bathspa.acuk/education-/research/attachment-aware/Attachment-Aware-Evaluation-Report-BNES.pdf	2
Skilled TAs/HLTA- pre-teaches key topic vocabulary and definitions at beginning of each half term	Children have advanced knowledge of technical and unfamiliar language that will help them to fully engage in the subject and instruction. https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Suggested impact +5months progress	1,3
Ongoing coaching/CPD led by Phonics Lead and that available from Little Wandle Letters and Sounds Revised on effective phonics teaching; targeted families identified for workshops to engage with learning/over-learning at home	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Suggested impact +5months progress	2, 3, 4
Staff trained to 'Reset and re-ignite writing in our classrooms'	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://thirdspacelearning.com/blog/quality-first-teaching/	1,2,3,

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

Budgeted cost: £22025.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Skilled TA to lead 3 x weekly sessions to increase GPC and blending skills to improve decoding and encoding	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Suggested impact +5months progress	2, 3, 4
Little Wandle Letters and Sounds Revised phonics programme secure stronger and more systematic phonics teaching for all pupils.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3
Develop reading skills – comprehension, language skills and to develop a love of reading Use of PM Benchmarking Resources to assess impact	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Suggested impact +6months progress https://shop.scholastic.co.uk/series/1080	1,3
Precision teaching increases accurate reading and spelling of common exception words	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	1,3
Improved mathematical fluency of key facts and strategies – KIRFs/Mathletics	If children have secure age-related facts and fluency this will help in whole class sessions. Engagement with manageable tasks at home https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://www.teachwire.net/uploads/products/9-reasons-your-school-should-be-using-Mathletics-a-business-case.pdf	1,3

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

Budgeted cost: £9206.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to support of ELSA trained member of staff for self-regulation, counselling and the nurture needed to remain engaged and motivated.	The Emotional Literacy Support Assistant (ELSA) programme is a targeted, evidence-informed intervention designed to enable within-school preventative early intervention to support the social, emotional and well-being needs of children and young people. https://www.elsanetwork.org/elsa-network/evaluation-reports/	2
Class teachers/other adults in school use 'Zones of Regulation' to increase pupils' language related to emotions	Children are more able to regulate their emotions and describe their feelings with more accurate language. https://www.zonesofregulation.com/research-evidence-base.html	2
Different adults across the school to be 'champions' for pupils in varied classes according to their interests, backgrounds, gender and/or relationships with the children. Adults will 'check in' with these individuals and routinely initiate conversations and show interest in their achievements.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
Opportunities to visit places of interest (Focus on inspiring experiences and developing cultural capital i.e. Art galleries, visits to theatre, places of work)	Enriching as shaped by children's interests Support from parents to accompany visits – building relationships and trust https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Children have opportunity to drink milk daily	Milk is proven to have many health benefits and offers children some of the nutrients and calcium they may not have in their wider diet. https://www.healthline.com/nutrition/milk-benefits	5
Offer of free attendance at up to two clubs per year. All trips, workshops or other paid events at no additional cost to PPG families	There is a small positive impact of physical activity (including sports, dance, or any kind of physical exercise) on academic attainment (+1 month). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity There is impact recognised for participation in the arts – taking part in the enrichment activity should inspire greater engagement and motivation in wider curricular arts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

Total budgeted cost: £42020

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 **2024 to 2025** academic year.

Intended outcome 1

The strategy target was that at least 70% of PPG pupils meet the ELGs for communication and language. Evidence from the 2024–25 reviews shows this was not met, with only 55% of disadvantaged Reception pupils achieved the specific ELGs for listening and attention and speaking, and the Reception headline GLD for disadvantaged pupils was 67%.

These figures sit below the 70% ambition and reflect a cohort with many pupils who have both SEND and low starting points. Strengths in this area include the school's clear focus on language through TA pre-teaching of key vocabulary and the planned use of small-group tuition approaches. Next year there is a need to intensify early, diagnostic oral-language interventions on entry, increase targeted small-group speaking and listening work for the lowest baselines and track half-termly language progress so pupils reach the 70% aspiration.

Intended outcome 2

Monitoring evidence reports positive shifts in pupil, parent and staff voice: surveys, learning walks and nurture provision indicate increased confidence and engagement among disadvantaged pupils. Whole-school nurture work (ELSA, Zones of Regulation and named pupil "champions") is embedded and is supporting readiness to learn; enrichment participation was mainly strong (most PPG pupils engaged in targeted spring/summer activities).

Need for next year: maintain and place tighter measurable links between wellbeing work and classroom outcomes by recording observable classroom behaviours (e.g. independent reading stamina, monitoring answer rates in whole-class questioning) so confidence gains translate more directly into measurable attainment improvement.

Intended outcome 3

The strategy aimed for 70% of PPG pupils to meet ELGs and for 70% to reach age-related expectations at KS1. Outcomes are mixed across year groups: Reception disadvantaged GLD 67% (just under target); Year 1 disadvantaged outcomes were weak (reading/phonics 38%; writing 25%; maths 25%); Year 2 disadvantaged pupils showed recovery in reading and writing (83% each) but maths remained lower (50%). This pattern shows that when pupils remain engaged and access sequenced support they can make strong progress (Year 2 reading/writing), but there is a clear drop-off in Year 1 phonics and early writing that constrains progress. Strengths include effective later KS1 recovery and targeted phonics/small-group tuition investment.

Need for next year: prioritise Year 1 phonics and early writing recovery (rapid diagnostic checks, daily precision interventions, closer QA of Little Wandle fidelity) and introduce quick maths-fluency checks so gaps are addressed before they affect Year 2 outcomes.

Intended outcome 4

The strategy's parental engagement work — Little Wandle workshops, home-learning resources, free clubs and removal of trip costs — has strengthened relationships and parental confidence, and leaders report broadly positive parental feedback. These actions are a clear strength: they reduce barriers and increase uptake of enrichment that supports cultural capital. However, improved parental confidence has not consistently translated into closing the earliest attainment gaps (notably in Year 1 phonics and Reception oral language).

Need for next year: make parental support more targeted and outcome-linked — e.g. invite families of pupils with the lowest entry language or phonics baselines to small-group, evidence-informed workshops and monitor home-practice uptake and pupil progress.

Intended outcome 5

The persistent-absence data show a significant challenge: several pupils recorded very high absence totals, frequent authorised illness and substantial unauthorised absence in some cases. The strategy set a 2024–25 target of 91% PPG regular attendance; the pattern in the report indicates that many disadvantaged pupils did not meet this threshold and that high absence has limited access to teaching and interventions. Strengths include existing attendance tracking and follow-up practice; the school already monitors punctuality and issues letters for persistent lateness.

Need for next year: make attendance the top operational priority — implement intensive, targeted casework for PPG persistent absentees, tighten processes for unauthorised leave, link attendance plans to immediate in-school catch-up programmes (phonics/precision teaching and nurture) and set measurable termly reduction targets for PPG PA.

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Intended outcome 1

The intended outcome of ensuring that disadvantaged children achieve at least average levels of Communication and Language skills remains a significant challenge at Carlisle Infant School. With only 55% of EYFS pupils eligible for PPG meeting the early learning goals for listening and attention and speaking, it is evident that continued targeted support is necessary. This shortfall is largely influenced by the high number of pupils with both SEND and PPG, who often enter school with very low starting points. To improve outcomes, a focused approach on tailored interventions and fostering language-rich environments will be essential in supporting these pupils' development.

Intended outcome 2

The intended outcome of enhancing self-confidence and fostering a positive self-image as learners among children eligible for the Pupil Premium Grant has shown promising results at Carlisle Infant School. Recent surveys indicate that pupils, parents, and staff report increased confidence and a more positive attitude towards learning. Learning walks and monitoring of classroom practises further demonstrate the effectiveness of implemented strategies, highlighting the supportive environment cultivated within the school. These successes reflect a collective commitment to empowering disadvantaged pupils, ensuring they not only engage with their education but also develop a strong belief in their abilities as learners.

Intended outcome 3

The intended outcome of ensuring that children eligible for the Pupil Premium Grant (PPG) leave Reception with average levels of attainment in prime areas, as well as Reading, Writing, and Maths, has not been met this year, with only 33% achieving the expected level. This shortfall is significantly influenced by the high number of pupils who have both SEND and PPG status, many of whom enter school with very low starting points. Addressing these challenges will require targeted interventions and support to help these pupils develop the foundational skills necessary for future academic success, ensuring they can thrive in their learning journey.

Intended outcome 4

Parental feedback has been generally positive, indicating an increase in confidence among PPG families. The combination of accessible resources and enhanced parental skills not only supports children's immediate learning needs but also fosters a culture of continuous improvement and collaboration between the school and families. This initiative exemplifies a commitment to ensuring that all pupils, regardless of background, have the opportunity to flourish academically.

Intended outcome 5

The intended outcome of providing Pupil Premium Grant (PPG) children with access to a variety of enrichment activities and experiences outside of school has been successfully achieved, as all PPG pupils participated in targeted enrichment activities during the Spring and Summer terms. These activities were thoughtfully chosen by the pupils themselves, ensuring high levels of engagement and relevance to their interests. Feedback from pupils, parents, and staff has been overwhelmingly positive, highlighting these experiences as both enriching and impactful in broadening aspirations and future

choices. Moving forward, the school is committed to seeking further examples of wider enrichment opportunities led by staff, aiming to continuously enhance the range of experiences available to PPG pupils. This proactive approach not only supports their personal growth but also fosters a culture of aspiration and possibility, ensuring that every pupil has the opportunity to explore new interests and pathways

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

Programme	Provider
PM Benchmark Kit 1	Scholastic
Mathletics	3P Learning
FUEL (Holiday Programme)	External Providers