

# Pupil premium strategy statement – Fieldhead Carr Primary School

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	405
Proportion (%) of pupil premium eligible pupils	29%
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> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Jo Murphy, Headteacher
Pupil premium lead	Rebecca Widnall, Assistant Head
Governor / Trustee lead	Deanne Clarke, Lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,520
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>	£187,520

# Part A: Pupil premium strategy plan

## Statement of intent

### **Pupil Premium Strategy Statement**

#### **Demography and School Context**

Fieldhead Carr Primary School is a community primary school located in LS14 in the north-east of Leeds. The school is two-form entry and, while all year groups are now structured as two-form entry, the school is not yet operating at full capacity in all year groups.

There are currently 405 pupils on roll, including a full Nursery.

Sixteen per cent of pupils are identified as having special educational needs and/or disabilities (SEND). On top of this, 4% have an Education, Health and Care Plan (EHCP) or are currently undergoing assessment for one.

As a growing school, cohort sizes vary across year groups. This is taken into account when analysing attainment, progress and attendance data, particularly for vulnerable groups including pupils eligible for Pupil Premium (awaiting Beyond the school gates by Ian Stokes Feb 26).

#### **Statement of Intent**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We are committed to ensuring that pupils in receipt of Pupil Premium funding achieve outcomes that are at least in line with their peers and that any barriers to learning are identified and addressed swiftly.

When making decisions about the use of Pupil Premium funding, it is essential to consider the context of the school and the individual challenges faced by our pupils and families. These decisions are informed by robust assessment, ongoing monitoring and research, including guidance from the Education Endowment Foundation (EEF).

We recognise that there may be complex family circumstances which can prevent children from flourishing. The barriers faced by disadvantaged pupils are varied, and therefore there is no “one size fits all” approach. Our strategy is responsive and flexible, allowing us to tailor support to meet individual needs.

All teaching staff are involved in the analysis of attainment, progress and wider data, and in the identification of pupils requiring additional support. This ensures a shared understanding of strengths and areas for development across the school.

Each term, Thrive assessments are completed for all classes. Analysis of this data shows that the most significant factors impacting Pupil Premium pupils (and many of their peers) are:

- emotional regulation
- learning behaviours
- communication for learning

In planning our Pupil Premium strategy for 2025–2026, we have prioritised improving attainment and punctuality, recognising that readiness to learn is a key factor in closing the gap. This is supported through:

- high-quality, adaptive teaching as the first approach
- teacher-led targeted interventions where gaps are identified
- training for teaching assistants to deliver same-day and evidence-based interventions
- intervention programmes identified through pupil progress meetings and ongoing assessment

The safeguarding and attendance lead works closely with SLT to ensure families receive timely and appropriate support where attendance or punctuality may impact attainment. We also work closely with the cluster attendance lead and hold regular meetings both in school and at cluster level to monitor, challenge and support attendance.

### **Ultimate Objectives for Disadvantaged Pupils**

Our ultimate objectives are that pupils eligible for Pupil Premium will:

1. Achieve strong academic outcomes, with attainment and progress at least in line with non-disadvantaged pupils nationally and within school.
2. Develop positive learning behaviours, including resilience, independence and engagement, enabling them to access the full curriculum.
3. Demonstrate improved emotional regulation and wellbeing, allowing them to feel safe, confident and ready to learn.
4. Attend school regularly and punctually, ensuring maximum learning time and continuity.

5. Develop strong communication and language skills, supporting success across all curriculum areas.
6. Be well prepared for the next stage of education, with the skills, knowledge and confidence needed to succeed beyond primary school.

### **How the Strategy Works Towards These Objectives**

- High-quality teaching is prioritised as the most effective way to improve outcomes for disadvantaged pupils.
- Early identification of need through assessment, Thrive profiling and pupil progress meetings ensures timely intervention.
- Targeted academic support is carefully selected, evidence-based and reviewed regularly for impact.
- Inclusion, safeguarding and attendance support removes barriers that prevent pupils from engaging fully in learning.
- Strong collaboration between teachers, teaching assistants, SLT and external agencies ensures a consistent and joined-up approach.
- Regular monitoring allows provision to be adapted quickly where strategies are not having the intended impact.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Attendance for our Pupil Premium (PP) pupils is lower than for those not eligible for PP. Across the whole school (including Nursery), 89% of PP pupils are persistently absent.
2	A significant challenge for the school is supporting the emotional wellbeing and mental health of disadvantaged pupils, as Thrive assessments indicate difficulties with emotional regulation, learning behaviours and communication for

	learning, which can impact pupils' readiness to learn, engagement in lessons and overall academic progress.
3	Disadvantaged pupils achieve lower outcomes than their peers in English and maths, largely due to gaps in language and communication skills. Current figures show that disadvantaged pupils are working below or towards expected standards in reading (12%), writing (23%), and maths (13%).
4	A key challenge for the school is addressing behavioural difficulties among some disadvantaged pupils, as challenges with self-regulation, attention and engagement can act as a barrier to learning, disrupt classroom routines and limit pupils' ability to access the curriculum consistently and make sustained academic progress.

## 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
Attendance for our Pupil Premium (PP) pupils is lower than for those not eligible for PP. Across the whole school (including Nursery), 89% of PP pupils are persistently absent.	Attendance/persistent absence among PP pupils will reduce.
A significant challenge for the school is supporting the emotional wellbeing and mental health of disadvantaged pupils, as Thrive assessments indicate difficulties with emotional regulation, learning behaviours and communication for learning, which can impact pupils' readiness to learn, engagement in lessons and overall academic progress.	Disadvantaged pupils identified through Thrive will show measurable improvement in emotional regulation, learning behaviours and communication for learning. This will be evidenced through improved Thrive profiles, increased engagement in lessons, and a reduction in wellbeing-related behaviour incidents.
Disadvantaged pupils achieve lower outcomes than their peers in English and maths, largely due to gaps in language and communication skills. Current figures show that disadvantaged pupils are working below or towards expected standards in reading (12%), writing (23%), and maths (13%).	The attainment gap between disadvantaged pupils and their peers will reduce in reading, writing and maths, as shown by improved proportions at expected standard and stronger progress scores.
A key challenge for the school is addressing behavioural difficulties among some disadvantaged pupils, as challenges with self-regulation, attention and engagement can act as a barrier to learning, disrupt classroom routines and limit pupils' ability to access the curriculum consistently and make sustained academic progress.	Disadvantaged pupils identified with self-regulation and engagement difficulties will show improved behaviour and readiness to learn. This will be evidenced through a reduction in behaviour incidents and learning time lost, improved engagement in lessons, and stronger progress in core subjects.

## 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: £112,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>SEND</u></b> <ul style="list-style-type: none"> <li>- Deputy SENCO- x 5 days- ESF apprenticeship</li> <li>- Behaviour Support worker</li> <li>- ASD practitioner</li> <li>- SEMH practitioner</li> <li>- Autism Unit Manager</li> <li>- Thrive practitioner</li> <li>- SEN administration</li> </ul>	<p>Investment in specialist SEND, SEMH, autism and behaviour staffing supports Pupil Premium pupils by removing barriers to learning that disproportionately affect disadvantaged learners, including unmet additional needs, low emotional regulation, attendance difficulties and reduced access to external support. Increasing SEN leadership capacity, specialist practitioner support, and SEN administration strengthens early identification, improves the quality and consistency of targeted interventions, and ensures timely engagement with families and external agencies. This leads to improved inclusion, reduced behaviour incidents and lost learning time, stronger wellbeing and relationships, and improved progress and attainment for disadvantaged pupils.</p>	1, 2, 3, 4
<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>- Purchase of standardised diagnostic assessments PUMA and PIRA, Testbase</li> <li>- Training for staff to ensure assessments are interpreted and administered correctly</li> <li>- Termly pupil progress meetings</li> <li>- Purchase of Insight assessment package</li> </ul>	<p>Standardised assessments can provide reliable, comparable information about pupils' attainment and can help staff identify specific strengths and gaps in learning. The Education Endowment Foundation (EEF) highlights that standardised tests can support accurate decision-making by helping teachers to diagnose need and ensure that pupils receive appropriately targeted support through interventions and high-quality classroom instruction.</p> <p>To strengthen assessment and monitoring across school, we have purchased Insight to ensure a consistent, whole-school tracking system is in place. This enables leaders and teachers to monitor progress across all learning areas throughout the academic year, identify patterns and trends within cohorts, and compare pupil outcomes against appropriate benchmarks. Tracking also allows staff to identify pupils at risk of underachievement early, including disadvantaged pupils, ensuring that no pupil "slips through the gap." This supports timely adaptation of teaching, rapid deployment of targeted interventions, and review of impact over time.</p>	3
<b><u>Staff CPD</u></b> <ul style="list-style-type: none"> <li>- Enhancement of our English teaching and curriculum planning, using teacher release time to embed key elements of guidance in school and to access high quality training through Vicky Bluck</li> </ul>	<p>High-quality professional development (CPD) is essential to improve teaching practice and pupil outcomes. The Education Endowment Foundation (EEF) guidance on Effective Professional Development emphasises that CPD should be carefully designed and implemented to improve classroom practice, focusing on the mechanisms that lead to change and ensuring sustained, well-supported development over time.</p>	2,3,4

<ul style="list-style-type: none"> <li>- Behaviour is communication</li> <li>- Phonics Jerry Clay project and Phonic lead leadership time out of class</li> <li>- SEL program- EEF project</li> </ul>	<p>To strengthen literacy teaching across school, we are using the EEF's most recent Improving Literacy in Key Stage 2 guidance report (second edition), which provides seven evidence-based recommendations for improving reading and writing, particularly for pupils who are struggling. These recommendations underpin whole-school CPD and support a consistent approach to planning, teaching, and assessment in writing.</p> <p>The school is working closely with Vicky Bluck (previous literacy consultant) through a 3 year-long support package to develop confidence and expertise within the newly established literacy team, alongside delivering high-quality CPD for all staff. This includes strengthening subject knowledge, improving the planning and teaching of writing, and ensuring consistent approaches across year groups to support pupils—particularly disadvantaged pupils—who require high-quality instruction and effective scaffolding to close gaps in attainment</p>	
<p><b><u>Social and Emotional Learning</u></b></p> <ul style="list-style-type: none"> <li>- Improve the quality of social and emotional learning through embedding of The Thrive Approach across school and action plans</li> <li>- Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff. Resources to support</li> <li>- Peer coaching years 1-6</li> <li>- Teaching assistant coaching- coaching circles</li> <li>- SEL program (see above)</li> </ul>	<p>There is extensive evidence linking children's social and emotional skills with improved outcomes at school and in later life, including improved attainment, behaviour, attitudes to learning and peer relationships.</p> <p>The Education Endowment Foundation (EEF) highlights that Social and Emotional Learning approaches can have a positive impact when they are implemented consistently and supported through high-quality staff training. Building on the introduction of the Thrive approach, Fieldhead Carr is focusing on embedding Thrive across the whole school. This includes high-quality CPD for all staff to ensure that Thrive principles are reflected consistently in classroom language, daily routines, teaching practice and additional whole-class activities that explicitly teach social and emotional skills.</p> <p>Thrive profiling is used to identify disadvantaged pupils who require targeted small-group interventions, ensuring support is matched to individual need and reviewed over time. A significant number of pupils have experienced childhood trauma, which can impact self-regulation, learning behaviour and attendance.</p>	1,2,4

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

Budgeted cost:£46,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>Communication and</u></b>	Oral language interventions have a positive impact on pupils' language development and attainment. The	3

<p><u>Language</u></p> <ul style="list-style-type: none"> <li>- Speech and language intervention for targeted pupils</li> <li>- NELI- Early Language Intervention</li> <li>- Social communication intervention to support targeted individuals &amp; small groups</li> </ul>	<p>Education Endowment Foundation (EEF) summarises those approaches focusing on speaking, listening, and structured classroom dialogue show consistently positive outcomes, with an average impact of approximately +6 months' additional progress, and are considered high impact for very low cost, supported by extensive evidence. These approaches can be particularly beneficial for younger pupils and disadvantaged learners by improving vocabulary, confidence in spoken expression, and the ability to articulate ideas clearly across the curriculum.</p>	
<p><u>Catch up/ Interventions</u></p> <ul style="list-style-type: none"> <li>• Targeted pupils to accelerate progress, through small group intervention including those with SEND</li> <li>- Class based intervention</li> <li>- Number stacks intervention training for staff</li> <li>- Lexia subscription and training for staff to deliver tailored interventions</li> <li>- Alpha to Omega training for staff</li> <li>- Dyslexia portfolios</li> </ul>	<p>Children identified through formative assessment as at risk of falling behind receive targeted academic support within the classroom delivered by teachers and trained support staff. Where needed, pupils access additional 1:1 or small group intervention, with provision reviewed regularly and adapted in response to assessment information. The Education Endowment Foundation (EEF) highlights that small group tuition is an effective approach, typically leading to around +4 months' additional progress, and can be particularly beneficial when it is targeted at pupils' specific gaps and delivered by well-trained adults.</p> <p>At Fieldhead Carr primary school, children from Reception-Yr6 have access to a catch-up teacher for 1:1 session or small group sessions. Assessment data is used termly, to target the correct children.</p>	3, 2, 1

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

Budgeted cost: £28,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Inclusion support</u></p> <ul style="list-style-type: none"> <li>- Targeted support through our inclusion lead/team for disadvantaged pupils to access learning.</li> </ul>	<p>Evidence to support the impact of targeted pastoral support for disadvantaged pupils will include a combination of quantitative and qualitative measures. This will involve attendance and punctuality data (including persistent absence figures), behaviour monitoring records such as incident logs, behaviour records and learning time lost, and engagement information gathered through teacher observations and engagement trackers. Thrive assessments/profiles will be used to show improvements in self-regulation, readiness to learn and learning behaviours over time. Inclusion provision records, including referral information, session logs, support plans and review notes, will demonstrate how</p>	4



<p><u>Interventions</u></p> <ul style="list-style-type: none"> <li>- Understanding Autism</li> <li>- Anxiety based interventions</li> <li>- Emotional Literacy</li> <li>- Social Communication/interactions</li> </ul>	<p>support has been implemented and targeted. In addition, pupil voice, parent feedback and a small number of structured case studies will provide further evidence of improved confidence, emotional wellbeing, engagement in learning and increased access to the curriculum.</p> <p>Evidence for the impact of inclusion interventions such as Understanding Autism, anxiety-based support, emotional literacy and social communication programmes will be gathered through a range of assessment, monitoring and pupil outcome measures. Baseline data from Thrive assessments, SEND profiling, behaviour logs, attendance records and teacher observations will identify disadvantaged pupils' barriers to learning and support targeted intervention planning.</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4,2</p>
<p><u>Cluster Services</u></p> <ul style="list-style-type: none"> <li>- Cluster services bought in by family of schools to support attendance, family support, mental health and punctuality</li> <li>- AIP</li> <li>- SEN forum</li> <li>- Resources</li> </ul>	<p>Cluster support provides the school with additional guidance and practical support for both staff and parents, helping to meet families' needs effectively and improve outcomes for pupils.</p>	<p>1,2,4</p>
<p><u>Thrive</u></p> <ul style="list-style-type: none"> <li>- Thrive training for our new Thrive practitioner.</li> </ul>	<p>Thrive provides a structured, evidence-informed framework for identifying and addressing the social and emotional barriers that can prevent disadvantaged pupils from accessing learning successfully. Through Thrive assessments, the school can gain a clear understanding of pupils' individual needs in areas such as emotional regulation, learning behaviours, and communication for learning, allowing support to be targeted effectively rather than applied as a one-size-fits-all intervention. Thrive strategies and tools, such as Zones of Regulation, help pupils develop the skills needed to manage emotions, build positive relationships, and engage more consistently in lessons. This in turn improves pupils' readiness to learn, reduces dysregulation and behaviour incidents, and increases time spent successfully accessing the curriculum. The impact of this approach can be evidenced through improvements in Thrive profiles over time, reductions in behaviour and wellbeing-related incidents, improved engagement and attendance, and stronger academic progress for disadvantaged pupils as their social and emotional needs are increasingly met.</p>	<p>1,2,3,4</p>
<p><u>Attendance</u></p> <ul style="list-style-type: none"> <li>- Dedicated full-time Attendance Officer</li> <li>- Staff training on dual registration procedures</li> <li>- Release time for team meetings to monitor and support attendance</li> </ul>	<p>At Fieldhead Carr Primary School. We know that attending school can be challenging for many of our families, for a range of contextual factors. It is for this reason, we have a dedicated Attendance Team to promote pupil attendance and monitor carefully families that require additional support, ensuring it is implemented at early stages. See attendance policy and website attendance page</p>	<p>1</p>

<ul style="list-style-type: none"> <li>- Embedding consistent attendance expectations and principles across the school</li> <li>- Partnership working with the Rise Hub</li> <li>- Engagement in the local school attendance forum</li> </ul>		
<u>Enrichment</u> <ul style="list-style-type: none"> <li>- Subsidised enrichment activities including after school clubs, trips and residential.</li> </ul>	<p>The EEF outlines participation in the Arts, access to physical activity and access to summer schools amongst strategies that can have positive impact on pupils.</p> <p>At Fieldhead Carr Primary School, we offer a range of enrichment opportunities as after school clubs. Disadvantaged pupils are targeted to attend, and these clubs are subsidised. The clubs cover a range of sports. We also offer pupils a wide range of school trips and residential experiences. These are offered at a reduced cost so all pupils regardless of finances. A large proportion of our pupils only time away from home during the year is on school residential. Y4- Robin Hood's Bay visit Y6- Robinwood activity centres.</p>	1, 3
<u>Extra Time</u> <ul style="list-style-type: none"> <li>- Subsidised access to school's before and after school and holiday club</li> </ul>	<p>We are also fortunate to have a before and after school club and holiday club, places are offered to vulnerable families subsidised or free of charge.</p>	2
<u>Sports Leader</u> <ul style="list-style-type: none"> <li>- Lunchtime support to provide High Quality games and activities to engage pupils</li> <li>- Positive relationship and resilience building intervention</li> </ul>	<p>Structured lunchtime games provide targeted support for disadvantaged pupils, increasing engagement and reducing unstructured-time conflict. Attendance registers show consistent participation from PP pupils and staff feedback indicates improved peer relationships, confidence and resilience. Behaviour logs demonstrate fewer lunchtime incidents and teachers report improved readiness to learn following lunch, supporting improved wellbeing and learning behaviours.</p>	1,2,3,4

**Total budgeted cost: £187,520**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Pupil Premium</b>
73% (8 pupils) EYFS achieving GLD
75% (9 pupils) Y1 passed PSC
54% (19 pupils) KS1 ARE+ in Reading
51% (18 pupils) KS1 ARE+ in Writing
63% (22 children) KS1 ARE+ in Maths
43% (15 pupils) KS1 combined RWM
40% (27 pupils) KS2 ARE+ in Reading
28% (19 pupils) KS2 ARE+ in Writing
36% (25 pupils) KS2 ARE+ in Maths
25% (17 pupils) KS2 Combined RWM
<b>SEND</b>
0% (1 pupil) SEND children achieved GLD
40% (4 pupils) Y1 passed PSC
30% (7 pupils) KS1 ARE+ in Reading

17% (4 pupils) KS1 ARE+ in Writing
39% (9 pupils) KS1 ARE+ in Maths
17% (4 pupils) combined RWM
33% (20 pupils) KS2 ARE+ in Reading
13% (8 pupils) KS2 ARE+ in Writing
34% (20 pupils) KS2 ARE+ in Maths
13% (8 pupils) KS2 Combined RWM

## 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
Times Table Rockstars	TTRockstars
Online intervention used to support both low achieving and high achieving pupil who are not making the required progress.	Lexia
Assessment tool used to profile children with literacy Dyslexia Profile	Dyslexia Profiling
Therapeutic program to support social emotional difficulties Thrive	Thrive
Intervention to support specific Literacy difficulties	Alpha to Omega
Structured maths support programme designed to help children build secure understanding of number and calculation using hands-on place-value counters and step-by-step video tutorials that guide the adult delivering it.	Number Stacks

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

### Additional activity

Our Pupil Premium Strategy will be strengthened through additional whole-school activity that is not funded through Pupil Premium or Recovery Premium. This work will support high-quality teaching, wellbeing, and enrichment across school and will contribute to improved outcomes for disadvantaged pupils. This includes:

Embedding more effective practice around feedback and assessment for learning. EEF evidence highlights that high-quality feedback can have a significant impact on pupil progress when it is timely, specific and used to improve learning. Developing consistent practice across school will support pupils—particularly disadvantaged pupils—to secure key knowledge, address misconceptions and make stronger progress.

Developing whole-school mental health and wellbeing practice. Following the Senior Mental Health Lead training completed last year, a working party will be established to strengthen policy and practice. This group will improve our understanding of pupil need, ensure pupil voice informs our approach to wellbeing, and strengthen collaboration with parents and external support where appropriate.

Offering a wide range of high-quality extracurricular and enrichment opportunities. We will provide an inclusive programme of clubs, sports, arts and leadership opportunities to boost wellbeing, behaviour, attendance and aspiration. Activities will explicitly promote life skills such as confidence, resilience, teamwork and positive social interaction, ensuring disadvantaged pupils have equitable access and are actively encouraged to participate.