

Pupil premium strategy statement – The Carlton Infant Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Anna Scrivens</i>
Pupil premium lead	<i>Amie Shaw</i>
Governor / Trustee lead	<i>Rachel Horton</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,840
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£81,840

Part A: Pupil premium strategy plan

Statement of intent

At The Carlton Infant Academy equality is a priority and we strive to provide a broad and ambitious curriculum full of rich experiences and opportunities for all. Therefore we aim to ensure that the teaching and learning meets the needs of all pupils and enables every child to reach their full potential and to be the very best they can be.

The focus of our pupil premium grant is to create equity for all pupils where everyone has the opportunity to succeed, regardless of their background or circumstances.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Teachers are passionate and seek to ensure all children learn well using research based teaching principles. Our curriculum enables children to remember and deepen their understanding and knowledge over time.

We ensure that children within the category of vulnerable groups receive the appropriate additional provision to meet their needs. This specifically includes pupils who are socially disadvantaged. Pupils who are in receipt of pupil premium funding may not be socially disadvantaged and their funding can be targeted more directly for academic progress.

We ensure pupils needs are identified early and are met so that the pupils can fully access our academic offer. Teaching staff the pastoral team and outside agencies work together to provide the best outcomes for every individual so that pupils can make the same achievements and have the same experiences as their peers.

Our strategy is focused on identifying what each child needs to be successful and achieve. In order to do this we:

- Deliver a high quality curriculum
- Regularly review the progress and performance of all pupils to ensure our approaches are impactful
- Deliver high quality focused interventions
- Employ specialist led teachers to ensure high quality delivery in some curriculum areas such as music and PE
- Support pupils and families through pastoral interventions

All our work through the pupil premium grant will be aimed at accelerating progress for disadvantaged pupils to achieve at least age related expectations or above in line with their peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data indicates that attendance among disadvantaged pupils has improved but remains lower than that of non-disadvantaged pupils and lower than National Average</p>
2	<p>Phonics</p> <p>Assessments show that disadvantaged pupils make good progress to attain expected standard in phonics but remains lower than the expected National target of 90%</p>
3	<p>Communication- Vocabulary</p> <p>Internal assessments indicate that vocabulary among our disadvantaged EYFS pupils is below that of non-disadvantaged pupils</p>
4	<p>Writing</p> <p>Internal assessments across school indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils</p>
5	<p>Widening Experiences</p> <p>Our observations indicate that disadvantaged pupils have limited experiences of the world and outdoor opportunities. This has a significant impact on their vocabulary, comprehension and their well-being resulting in pupils unable to develop and attain as well as non-disadvantaged pupils</p>

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
The proportion of disadvantaged pupils attaining expected in the phonics screening check in year 1 increases	Year 1 phonics outcomes in 2026 for disadvantaged pupils are comparable to disadvantaged pupils nationally and in line with non-disadvantaged pupils.

Attendance for disadvantaged pupils to continue to improve to narrow the gap	Attendance of disadvantaged pupils continues to improve and is sustained. Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed and in line or above National.
Improved vocabulary and language skills among disadvantaged pupils to narrow the gap	Data shows progress outcomes in vocabulary, language and comprehension skills through language assessment data, pupil voice, parent feedback and teacher observations.
The attainment gap in writing between disadvantaged and non-disadvantaged pupils narrows across school	Gaps in writing outcomes in 2026/27 are narrowed and outcomes align more closely.
Pupils experiences are widened through taking part in a variety of co-curricular activities, visits and outdoor opportunities	High levels of engagement and well-being in 2026/27 demonstrated by attendance, pupil voice, parent feedback and teacher observations.

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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Writing CPD for staff as part of the Academy Improvement Plan	EEF- High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	4
Pearl Phonics review and CPD for staff for high quality phonics lessons and keep up intervention for disadvantaged pupils	EEF- Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk	2

	k/education-evidence/teaching-learning-toolkit/phonics	
DFE Writing framework CPD for staff	DFE writing summary- Pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready. https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary	4
Language CPD for staff to develop communication, language and interactions	EEF- Communication and language approaches typically have a very high impact and increase young children’s learning by seven months. Positive effects have been identified on early language and literacy skills. When selecting strategies it is important to consider outcomes. +7 months impact. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	3
Continue to review the curriculum to ensure opportunities for challenge, mastery and wider experiences	Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context. A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge +5 months impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2.3.4.5

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

Budgeted cost: £25,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils in all year groups to receive 1:1 or small group keep up phonics delivered by a phonics teacher	EEF one to one tuition- On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. +5 months impact. https://educationendowmentfoundation.org.uk	2

	<p>k/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Identified pupils in EYFS to receive 1:1 WELLCOMM interventions led by teachers and teaching assistants	<p>EEF- Communication and language approaches typically have a very high impact and increase young children's learning by seven months. Positive effects have been identified on early language and literacy skills. When selecting strategies it is important to consider outcomes. +7 months impact.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	3
Targeted in class support through the use of scaffolding and interventions led by teachers and teaching assistants	<p>EEF Teaching assistant interventions- Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2,3,4
Structured profile conversations with parents to support disadvantaged pupils with SEND	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3,4,5

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to review and track the current co-curricular offer for the engagement of disadvantaged pupils compared to non-disadvantaged pupils	<p>EEF Physical activity- There is a small positive impact of physical activity on academic attainment (+2 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1,5
Attendance incentives through the use of in-school rewards and the Redhill Academy Trust Attendance Director Target persistent Absentee families with support	<p>Gov Working together to improve school attendance- Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1,5
Social, emotional and mental health support sessions delivered by the school ELSA	<p>EEF Social and Emotional Toolkit- Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3,4,5
Social, emotional and mental health support sessions delivered through teaching assistant sunshine groups and play		1,2,3,4,5
Pupils engage with trust wide opportunities and competitions across the curriculum	Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or	1,5

	<p>summer school, are more likely to offer academic benefits than sporting activities alone.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Pupils to have high quality outdoor play to improve their physical and mental well being, language skills, cooperation and collaboration</p>	<p>EEF Physical activity- There is a small positive impact of physical activity on academic attainment (+2 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3,5
<p>Contingency</p>	<p>Based on our experiences last year and in the past we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified eg visits, residentials, uniform and food parcels.</p>	

Total budgeted cost: £81,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 1 Phonics Screening Check attainment 2025 between disadvantaged and non-disadvantaged pupils narrows

Of those pupils in the year 1 cohort who have been eligible for free school meals at any point in the last 6 years (FSM6), 81.3% (13 pupils) were working at the expected standard in the phonics screening check compared to 79.5% (35) of pupils who have never been eligible for FSM6. The FSM6 gap for Carlton Infant Academy is 1.8% with FSM6 performing higher than XFMS6. In 2024 XFMS6 outperformed FSM6 by 3.9% which shows positive impact for outcomes.

Attendance Data for disadvantaged pupils improves

New attendance initiatives were embedded to continue to raise the profile of attendance.

The attendance officer, the senior leadership team and all staff targeted and supported families of pupils who were absent and persistently absent.

Attendance for disadvantaged pupils at the end of the academic year 2024-2025 was 90.9% compared to non-disadvantaged pupils at 96.6% which was an improvement from the previous academic year of 2023-2024 at 90.2% for disadvantaged pupils.

The attainment at good level of development (GLD) for disadvantaged pupils in EYFS

Good progress has been made toward the outcomes the end of EYFS.

63.6% of disadvantaged pupils achieved GLD compared to 76.2% of non-disadvantaged pupils (gap 12.6%) Above National Average.

Disadvantaged pupils at TCIA performed 12.1% above National Average.

Pupils experiences and opportunities were widened through taking part in a variety of co-curricular activities and visits

A wealth of visits, trips and co-curricular club enrichment opportunities took place to enhance the curriculum and for the enjoyment and well being of all pupils.

There was no gap in attendance at co-curricular clubs between disadvantaged and non-disadvantaged pupils.

A year 2 residential took place for the fifth year running to enhance the curriculum. Financial support was given for some families where needed.

Attendance at trust wide events was good for events such as boccia, sports festivals and reading quizzes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
No service pupils in 2024-2025
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

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