

## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Cartmel CE Primary School
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Battersby
Pupil premium lead	Rachel Battersby
Governor / Trustee lead	Dorothy Milner

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,060
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£6,060

# Part A: Pupil premium strategy plan

## Statement of intent

At Cartmel CE Primary School:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for all pupils that belong to all vulnerable groups
- In making provision for socially disadvantaged children, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered for free school meals
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individual children and allocate interventions appropriate to need.
- Funding for Looked After Children will be reserved for those individuals

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills
2	Lack of awareness of personal and social skills
3	Lack of emotional resilience leading to self-esteem and confidence issues
4	Access to artistic and cultural experiences

## 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
Wider oral language skills used in a variety of contexts, impacting on	Increased use of vocabulary at play and in class work. Creative writing improves and assessment data reflective of this

interactions in school and on writing ability.	
Improved social skills and interaction with peer group	Improvement to observed behaviours and embedded Decider Skills across the setting
Ability to approach activities with greater confidence, thus raising self-esteem	Improvement to observed behaviours during lessons, on trips, residential, in adventurous activities, Forest Schools, performances, School Council advocacy.
Children have opportunities for regular access to a rich and varied menu of arts and cultural experiences	Children are able to talk about and reflect upon arts and culture in the wider society in line with our continuing Artsmark journey

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider oral language skills used in a variety of contexts, impacting on interactions in school and on writing ability. Opportunities for debate/presentation /question/drama and answer/talk for writing used in class.	Focused support and teaching for specific pupils to improve ability to converse and interact with improved language skills. Impact in creative writing intended from higher level oral skills.	Observation and evaluation of teaching/playground time. Improved pupil outcomes/interactions. Class teachers Termly pupil progress meetings 1.2.3.4.

### Targeted academic support

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved social skills and interaction with peer group (attendance at events/trips/clubs) Opportunities to play a musical instrument	Well-planned and delivered music instrumental tuition to develop the social communication skills for young people, building skills and resilience for future life	Quality extra-curricular music instrumental tuition from qualified peripatetic staff. All music staff/RB Termly pupil progress information 2.
Ability to approach work with greater confidence, thus raising self-esteem similar starting points  1-1 and small group work support	Focused support and teaching for specific pupils to improve ability to access whole group teaching in class situations (focus, study skills, learning behaviours etc.) and improve confidence in these subject areas.	Observation and evaluation of teaching. Improved pupil outcomes. RB and specialist teachers Termly pupil progress meetings

(specialist teachers) for specific children in Maths and English, including the development of learning behaviours.		3.
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## Wider strategies

Budgeted cost: £1840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased levels of participation in school events and activities (attendance at events/trips/clubs) Funding of attendance on trips and visits.	Increased participation ensures pupil engagement and progress.  Regular review of outcomes for children.	All staff Termly  4.

**Total budgeted cost: £6,060**

# 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.

*Pupils made expected or better progress in maths, reading and writing with the targeted support provided. Our continuing journey in Artsmark has led to multiple opportunities for developing oracy within our arts driven curriculum, which has also explored life skill development in line with our plan. Children’s confidence, ability to team work and communicate has improved and this will continue to be a target area for growth moving forwards.*

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**