

## Carleton Park Junior and Infant School - Pupil Premium Strategy Statement

1. Summary information					
School	Carleton Park Junior and Infant School				
Academic Year	2018/19	Total PP budget	£54,780	Date of most recent PP Review	July 2018
Total number of pupils	198	Number of pupils eligible for PP	40	Date for next internal review of this strategy	September '19

2. Current attainment in KS2			
	Year 6 all in 2018 (30 pupils)	Pupils eligible for PP in 2018 (5 pupils)	Pupils not eligible for PP 2018 (national average)
% achieving in reading, writing and maths	57%	40%	67%
% achieving in reading	63%	40%	77%
% achieving in writing	77%	40%	74%
% achieving in maths	67%	40%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Pupils who are eligible for PP are making less progress compared to other Non PP children nationally. Also PP are making less progress than Non PP children in our school, significantly in Reading.
<b>B.</b>	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 1, particularly in Reading and Writing. This prevents sustained high achievement in Key Stage 2.
<b>C.</b>	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 2 – significantly less in Reading and just below in Maths. This prevents sustained high achievement, especially in Reading.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance of children who are eligible for PP. This meant that in 2018 the persistent absence for PP children was higher than national.
<b>E.</b>	Children have limited opportunities for out of school activities/experiences. This impacts on their knowledge and understanding of the world, their general knowledge, imaginations and vocabulary. This in turn impacts directly onto Writing and Reading attainment.
<b>F.</b>	Low self-esteem and resilience
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2 and disadvantaged pupils' progress will increase, especially in Reading &amp; Writing (KS1).</b></p> <p>Outcomes comparison between 2017 and 2018 for DA children:</p> <table border="1" data-bbox="235 236 1321 443"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>KS1 Expected Standard Reading</td> <td>50%</td> <td>38%</td> <td>-12</td> </tr> <tr> <td>KS1 Expected Standard Writing</td> <td>75%</td> <td>38%</td> <td>-32</td> </tr> <tr> <td>KS1 Expected Standard Maths</td> <td>50%</td> <td>38%</td> <td>-12</td> </tr> <tr> <td>KS2 Expected Standard Reading</td> <td>38%</td> <td>40%</td> <td>+2%</td> </tr> <tr> <td>KS2 Expected Standard Writing</td> <td>38%</td> <td>40%</td> <td>+2%</td> </tr> <tr> <td>KS2 Expected Standard Maths</td> <td>38%</td> <td>40%</td> <td>+2%</td> </tr> </tbody> </table>		2017	2018	Gap	KS1 Expected Standard Reading	50%	38%	-12	KS1 Expected Standard Writing	75%	38%	-32	KS1 Expected Standard Maths	50%	38%	-12	KS2 Expected Standard Reading	38%	40%	+2%	KS2 Expected Standard Writing	38%	40%	+2%	KS2 Expected Standard Maths	38%	40%	+2%	<ol style="list-style-type: none"> <li>1. Improvement in the number of DA children reaching the expected standard at KS1 and KS2 in comparison to 2018.</li> <li>2. Progress gap between DA children and non DA children, in school &amp; nationally, will close.</li> </ol>
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<b>B.</b>	<p><b>Progress for disadvantaged children across school will be at least in line with other children.</b></p>	<ol style="list-style-type: none"> <li>1. Progress gap between DA children and non DA children will close.</li> <li>2. Progress of DA children will be closer to national other children.</li> </ol>																												
<b>C.</b>	<p><b>Attendance of disadvantaged children will increase, and the gap in comparison to other children will decrease.</b></p>	<ol style="list-style-type: none"> <li>1. Attendance of DA children will increase from 95.1% to 96%</li> <li>2. Attendance gap between DA children and other children will narrow to -1%</li> </ol>																												
<b>D.</b>	<p><b>Intervention and other wider opportunities will improve access the curriculum for disadvantaged children.</b></p> <p>Will be measured through:</p> <ul style="list-style-type: none"> <li>• Tracking intervention impact</li> <li>• Analysis of wider opportunities provided for DA children</li> </ul>	<ol style="list-style-type: none"> <li>1. Intervention tracking will show clear impact at a fine level.</li> <li>2. Successful intervention outcomes will be mirrored in whole school tracking of attainment and progress of DA children.</li> <li>3. Analysis of wider opportunities will show that DA children have had better access to the curriculum which may also be seen in whole school tracking of attainment and progress of DA children.</li> </ol>																												

## 5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p>Progress for disadvantaged children across school will be at least in line with other children.</p>	<p>Inclusion leader to regularly review interventions.</p> <p>School continually encourage PP children to attend breakfast club.</p> <p>Ensure training is provided for Maths/English subject areas.</p> <p>Year 6 children to have mentors</p>	<p>Evidence from the EEF shows that small group tuition can accelerate learning by 4 months.</p>	<p>Whole staff training.</p> <p>Monitoring highlighted on monitoring calendar.</p> <p>Year 6 teacher to keep track of mentor sessions.</p>	<p>Termly (through pupil progress meetings)</p> <p>Reviewed Aut 2:</p> <ul style="list-style-type: none"> <li>MAZE not established.</li> <li>Subject Leaders receiving ongoing support through Director of Primary Dr Andrew Morley.</li> <li>Year 6 children have mentors – this process has been monitored and improved.</li> </ul>
<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p>Progress for disadvantaged children across school will be at least in line with other children.</p>	<p>Booster classes resources</p> <p>Ensure training is provided for Maths/English subject areas.</p>	<p>All DA children will receive resources for booster classes to ensure they have access to the same resources as Non- DA peers. It will also enable them to take part in the small group booster classes effectively.</p> <p>Evidence from the EEF shows that small group tuition can accelerate learning by 4 months.</p>	<p>Smaller booster session groups.</p> <p>Use of expenditure to purchase the intervention materials.</p> <p>Whole school termly pupil progress meetings focussing on all pupils. Discussing whole year group cohorts as well as individual classes.</p>	<p>Termly pupil progress meetings.</p> <p>Reviewed Aut 2:</p> <ul style="list-style-type: none"> <li>Booster classes started after October half term.</li> <li>Resources purchased for Booster sessions.</li> </ul>

<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p><b>Progress for disadvantaged children across school will be at least in line with other children.</b></p>	<p>KS1 interventions</p> <p>EYFS interventions</p>	<p>TA's and Teachers deliver interventions during assembly time this enables a more focussed approach to targeting DA children, both by the teacher working with DA children, or by reducing numbers in class to enable the class teacher to provide more support.</p> <p>Evidence from the EEF shows that small group tuition can accelerate learning by 4 months.</p>	<p>Impact of interventions will be part of the normal monitoring calendar and will be part of scrutinies and observations.</p> <p>Teachers and Assistants will be part of the pupil progress meetings and identified children who have been targeted will be monitored.</p> <p>Whole school termly pupil progress meetings focussing on all pupils. Discussing whole year group cohorts as well as individual classes.</p>	<p>Termly (through pupil progress meetings)</p> <p>Reviewed Aut 2:</p> <ul style="list-style-type: none"> <li>Intervention timetable established in line with children's needs;</li> <li>EYFS interventions are:</li> </ul>	
<p><b>Total budgeted cost</b></p>				<p><b>£17,836</b></p>	
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>Intervention and other wider opportunities will improve access the curriculum for disadvantaged children.</b></p>	<p>Learning Mentor</p>	<p>Disadvantaged children, because of home/life circumstance, have low self-esteem. Having that safe place/person to speak to at school.</p> <p>Evidence from the EEF shows that Behavioural Interventions can accelerate learning by 4 months.</p>	<p>Weekly inclusion meetings with SLT updating children on case load.</p>	<p>J Ayre S Humphreys L Crowcroft</p>	<p>Weekly in SLT meetings.</p> <p>Reviewed Aut 2:</p>
<p><b>Attendance of disadvantaged children will increase</b></p> <p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p>Learning Mentor</p>	<p>Evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.</p>	<p>Weekly inclusion meetings with SLT updating children on case load.</p>	<p>J Ayre S Humphreys L Crowcroft</p>	<p>Weekly in SLT and Inclusion meetings.</p> <p>Reviewed Aut 2:</p> <ul style="list-style-type: none"> <li>Attendance of disadvantaged children over the autumn term was:</li> </ul>

<p><b>Attendance of disadvantaged children will increase.</b></p> <p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p>Breakfast Club (&amp; reading intervention) – allocated provision for free attendance on a daily basis for 6-10 children.</p>	<p>This helps with punctuality and attendance of DA children who access the provision as often DA children who do not can have poorer attendance.</p> <p>Children will have a daily reading intervention as part of their Breakfast Club routine.</p> <p>Figures show that DA children have lower reading ages on average than Non-DA peers.</p> <p>DA children may not have access to books at home therefore reading less.</p>	<p>Children will be allocated free spaces to breakfast club and monitored for attendance on a weekly basis.</p> <p>Termly reading age checks used to support assessments. This will feed into pupil progress meetings.</p>	<p>J Ayre S Humphreys</p> <p>L Crowcroft</p>	<p>Half termly.</p> <p>Reviewed Aut 2:</p> <ul style="list-style-type: none"> <li>Number of DA children attending breakfast club at the start of the year was:</li> </ul>
<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p> <p><b>Attendance of disadvantaged children will increase.</b></p>	<p>Extra Phonics / Book Club</p>	<p>Figures show that DA children have lower reading ages on average than Non-DA peers.</p> <p>DA children may not have access to books at home therefore reading less.</p> <p>This helps with punctuality and attendance of DA children who access the provision as often DA children who do not can have poorer attendance.</p>	<p>Children will be monitored for attendance on a weekly basis.</p> <p>Half termly age checks used from Read Write Inc programme to support assessments. This will feed into pupil progress meetings.</p>	<p>J Ayre S Humphreys</p>	<p>Half termly.</p> <p>Reviewed Aut 2:</p> <ul style="list-style-type: none"> <li>Book club is now established on a Friday lunch time.</li> <li>Library is now refurbished and being used regularly.</li> </ul>
<p><b>A greater proportion of disadvantaged children will reach the expected standard at KS1 and KS2.</b></p> <p><b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b></p>	<p>Speech and Language Therapy</p>	<p>Specialist support from trained experts improves children's speech and language skills and helps children overcome language barriers.</p> <p>Evidence from the EEF suggests that Oral Language Interventions can accelerate learning by 5 months.</p>	<p>The language specialist updates our SENCO and periodic assessments are carried out.</p>	<p>S Humphreys</p> <p>S Soltyssek</p>	<p>Half-termly</p> <p>Reviewed Aut 2:</p> <ul style="list-style-type: none"> <li></li> </ul>
<b>Total budgeted cost</b>					<b>£28,684</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b>	Choices Programme	Provide opportunities for special education experiences they wouldn't usually be able to access.  Outdoor Adventure Learning can lead to an acceleration of 3 months of learning, according to the EEF.	SLT meetings & discussions with ECT.	J Ayre S Humphreys  L Crowcroft	Termly
<b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b>	Educational visits	Provide opportunities for special education experiences they wouldn't usually be able to access.  Outdoor Adventure Learning can lead to an acceleration of 3 months of learning, according to the EEF.	SLT meetings- discuss appropriate financial support for disadvantaged children.	J Ayre S Humphreys  L Crowcroft  Office Manager	Trip by trip basis.
<b>Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.</b>	Free Music lessons	Provide opportunities for special education experiences they wouldn't usually be able to access.	Monitored for attendance on a weekly basis.	J Ayre  Office Manager	Half termly
<b>Ensure disadvantage children have access to nutritional food/milk.</b>	Free School Meals  Free Milk	Evidence from the EEF suggests that Parental Involvement strategies can accelerate learning by 3 months.		Office Manager	Termly
<b>Total budgeted cost</b>					<b>£17,076</b>