

# Carleton Park Junior and Infant School Pupil Premium Strategy Statement 2019-20

## School overview

Metric	Data
School name	Carleton Park J & I School
Pupils in school	208
Proportion of disadvantaged pupils	44 (21%)
Pupil premium allocation this academic year	£62,170
Academic year or years covered by statement	2019 - 20
Publish date	November 2019
Review date	July 2020
Statement authorised by	Joe Ayre– Head of School
Pupil premium lead	Sarah Humphreys
Governor lead	Lucy Hatton

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+0.9
Writing	-0.1
Maths	+6.5

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (R, W, M, Combined)	R 67%, W 67%, M 100%, Com 67%
Achieving high standard at KS2 (R, W, M, Combined)	R 33%, W 0%, M 33%, Com 0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Improvement in overall attendance	The involvement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible.
Sustain improved progress in reading, writing and maths	To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.

Improvement in speech and language development of Disadvantaged children	Ensuring that staff are trained by the speech and language therapist to deliver interventions that are needed.
Access to age appropriate texts and a love of reading is fostered	Buy and embed the use of a reading initiative across all year groups to increase reading for pleasure.
Barriers to learning these priorities address	Attitudes to school attendance and the prioritisation of being at school. Lower academic starting points for Disadvantaged children. Pupils' communication skills putting them at a deficit in their learning. Access to a range of age appropriate texts being potentially limited.

### Teaching priorities for current academic year

Aim	Target	Target met date
Progress in Reading	To achieve positive progress measure	Summer 2020
Progress in Writing	To achieve positive progress measure	Summer 2020
Progress in Mathematics	To achieve positive progress measure	Summer 2020
Phonics	Achieve target of 88%	Summer 2020
Attendance / PA	Attendance and PA to be above National.	Summer 2020

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.
Priority 2	Implement Read Write Ink to support early reading and phonic knowledge
Barriers to learning these priorities address	Access to a range of age appropriate texts being potentially limited. Lower academic starting points for Disadvantaged children.

## Wider strategies for current academic year

Measure	Activity
Priority 1	The involvement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible.
Priority 2	Ensuring that staff are trained by the speech and language therapist to deliver interventions that are needed.
Barriers to learning these priorities address	Attitudes to school attendance and the prioritisation of being at school. Pupils' communication skills putting them at a deficit in their learning.

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of INSET days and additional cover being provided by senior leaders.
Targeted support	Ensuring enough time for school English and phonics lead to source, introduce and implement a reading initiative.	Use of INSET days and additional cover being provided by senior leaders.
Wider strategies	To ensure that the approaches to improving disadvantaged and other pupils' attendance involve all staff, that attendance is given a higher profile and that work takes place with parents to support pupils' attendance.	Use of INSET days and staff meetings. Learning mentor to support families within her role. Learning mentor to track attendance for disadvantaged pupils across school.

## Review: last year's aims and outcomes

Aim	Outcome
Improvement in overall attendance for disadvantaged children.	PA disadvantaged decreased by % Attendance has improved from % to %
Improvement in progress in reading, writing and mathematics for disadvantaged children.	In KS2 the gap has narrowed considerably. Reading 44 (2018) 69 (2019) Mathematics 33 (2018) 69 (2019) Combined 33 (2018) 69 (2019)
Improvement in speech and language development of disadvantaged children.	Children have made progress towards their individual targets.

## 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers

<b>A.</b>	Attendance of disadvantaged pupils is lower than non-disadvantaged pupils, persistent absence is higher for disadvantaged compared to non-disadvantaged.
<b>B.</b>	Disadvantaged pupils not making as much progress as non-disadvantaged pupils.
<b>C.</b>	Percentage of disadvantaged pupils working at age related is lower than the percentage of non-disadvantaged.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Addressing low attendance rates and the importance of school.
<b>E.</b>	Support and completion of home learning: reading, spellings, multiplication tables, homework etc.
<b>F.</b>	Speech and language levels of disadvantage pupils are lower than non-disadvantage pupils.

## 2. Desired outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<p><b>Improvement in overall attendance including persistent absentees.</b>                      Will be measured by:                      Tracking attendance weekly and half termly for specific groups of vulnerable children.                      Following the Pontefract Academy Trust policy for fining for holidays and lates.</p>	<p>By summer 2020 attendance of disadvantaged pupils to increase to 96% or above.                      By summer 2020 persistent absence of disadvantaged pupils to be lower than 7%.</p>
<b>B.</b>	<p><b>Improvement in progress in reading, writing and mathematics.</b>                      Will be measured by:                      Tracking progress and attainment every half term.                      Any child not making sufficient progress will receive specific intervention/support.</p>	<p>By summer 2020 disadvantaged pupils will have closed the gap and a greater proportion of these pupils will attain at age related expectations or above when compared to their non- disadvantaged peers.</p>
<b>C.</b>	<p><b>Improvement in speech and language development of disadvantaged pupils.</b>                      Will be measured by:                      A baseline and exit assessment will be conducted on all pupils undergoing speech and language interventions.                      Any child not making sufficient progress will receive further intervention.</p>	<p>By summer 2020 pupils meet their speech and language targets and access an age related curriculum.</p>
<b>D.</b>	<p><b>Access to age appropriate texts and develop their fluency skills as well as a love for reading.</b>                      Will be measured by:                      Increase in academic outcomes in reading.                      Pupil's voice will impact on the resources provided.                      Monitoring of reading for pleasure.                      A baseline and exit assessment will be conducted on all pupils undergoing fluency interventions.</p>	<p>By summer 2020 disadvantaged pupils will have access through our library to a range of age appropriate texts.                      By summer 2020 disadvantaged pupils will have access to the reading initiatives in school.                      By summer 2020 disadvantaged pupils will have an increased love of reading.</p>

By summer 2020 disadvantaged pupils will meet or exceed their personal targets regarding reading fluency.

### 3. Planned expenditure

1. Academic year

2. 2019-2020

#### 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?	Staff lead & cost	When will you review implementation?
<p><b>A greater proportion of disadvantaged pupils will reach ARE and GD at KS1 and KS2.</b></p> <p><b>Progress will be in line with other pupils and some will make accelerated progress.</b></p>	<p>Booster club resources purchased for all pupils.</p> <p>LSA performance management to include objectives for pupil progress.</p>	<p>Pupils will require materials/resources to complete booster sessions and homework task. All pupils will access the same resources to enable them to effectively take part in after school booster sessions.</p> <p>EEF toolkit indicates that small group tuition can accelerate learning by 4 months and peer tutoring by 5 months.</p>	<p>Small booster session groups for all pupils in Year 6.</p> <p>Termly Achievement and Improvement meetings.</p>	<p>JB</p> <p>Resources £285</p> <p>LSAs additional support to pupil premium children (10% x LSA budget £193125) £19310</p>	<p>Termly (A &amp; I meetings)</p>
<p>As above</p>	<p>Interventions co-ordinated by SENCO and Inclusion lead</p>	<p>Interventions focused to target SEND and DA pupils. Interventions tailored to support the needs of individuals and small groups of children.</p> <p>EEF toolkit indicates that small group tuition can accelerate learning by 4 months and one-to-one tuition by 5 months.</p>	<p>Interventions monitored and observed by SENCO and Inclusion lead. Progress tracked and reviewed during A &amp; I meeting.</p>	<p>SS Learning Mentor x .67 £14,000</p> <p>AHT Time x 0.1 £6,100</p>	<p>Termly (A &amp; I meetings)</p>

As above	Structured phonics programme.  English HUB training courses for KS1 staff.	Read Write Ink to be used from January 2020.  EEF toolkit indicates that reading comprehension strategies and small group tuition can accelerate learning by 5 months.	Termly Phonics Screening Check practice to indicate pupils who need intervention to achieve the threshold.  Phonics observations and making best use of the LSA.	LB SH  Resources Quote £5,065	Termly (A & I meetings)
<b>Total budgeted cost</b>					£44,760

## ii. Targeted support

<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 &amp; cost</b>	<b>When will you review implementation?</b>
<b>Improvement in overall attendance including disadvantaged pupils and persistent absentees.</b>	Learning Mentor	First day phone calls, home visits, parent meetings, letters home, weekly attendance winners (class). These strategies were used effectively in the previous academic year to improve the punctuality and attendance of disadvantaged pupils.  EEF toolkit indicates that parental involvement strategies can accelerate learning by 5 months.	Weekly inclusion meetings with updates regarding all PA pupils will be a consistent item on the agenda.  Breakfast Club, allocated free spaces for disadvantaged pupils.	LC SH  Learning mentor x .165 £3,465  AHT Time x 0.1 £6,100  Breakfast club subsidise (41 x 0.25 x 190) £1,950	Weekly safeguarding and inclusion meetings.

Intervention and other learning mentor support will improve access to the curriculum for disadvantaged pupils.	Learning Mentor	Pupils with low self-esteem or behavioural needs will access provision and support by the learning mentor within class and through additional interventions.  EEF toolkit indicates behavioural intervention and social and emotional learning strategies can accelerate learning by 4 months.	Weekly inclusion meetings with CPOMs analysis of behaviour incidents and discussion of disadvantaged pupils will be a consistent item on the agenda.	LC SH  Learning mentor X 0.165 £3,465	Weekly safeguarding and inclusion meetings.
<b>Total budgeted cost</b>					£14,980
<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 &amp; cost</b>	<b>When will you review implementation?</b>
Interventions will improve access to the curriculum for disadvantaged pupils.	ELSA training for staff x2	Pupils with home/life circumstances experience low self-esteem. ELSA training will provide opportunity develop emotional literacy.  EEF toolkit indicates behavioural intervention and social and emotional learning strategies can accelerate learning by 4 months.	Training to be included as part of the Education Psychologists partnership with the PAT.	LC MM  ELSA training within existing SLA £nil cost	Training to be completed and intervention to be implemented during the spring term.
Other wider opportunities will improve access to the curriculum for disadvantaged pupils.	50 things to do at Carleton Park.	Provide opportunities for additional curricular and educational experiences.	Inclusion meetings to discuss financial support for disadvantaged pupils.	JA JBa  Subsidise Buses for trips £2430	Termly
<b>Total budgeted cost</b>					£2,430