

# Carleton Park Junior and Infants School Pupil Premium strategy statement

## School overview

Metric	Data
School name	Carleton Park J & I School
Pupils in school	208
Proportion of disadvantaged pupils	(46) 22%
Pupil premium allocation this academic year	71,595
Academic year or years covered by statement	2019 - 2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Joe Ayre– Headteacher
Pupil premium lead	Sarah Humphreys
Governor lead	Lucy Hatton

## Disadvantaged pupil progress scores for last academic year 2019-20

Measure	Score
Reading	<i>There is no data to share due to the school closing in March 2020 for a national lockdown.</i>
Writing	
Maths	

## Disadvantaged pupil performance overview for last academic year 2019-20

Measure	Score
Meeting expected standard at KS2 (R, W, M, Combined)	<i>There is no data to share due to the school closing in March 2020 for a national lockdown.</i>
Achieving high standard at KS2 (R, W, M, Combined)	

## 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 2021
Progress in Writing	To achieve positive progress measure	Summer 2021
Progress in Mathematics	To achieve positive progress measure	Summer 2021
Phonics	To achieve 90% of pupils working at the expected standard	Summer 2021
Attendance / PA	Attendance and PA to be above National.	Summer 2021

### 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	Embed Read Write Inc. 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.	
Projected spending	Booster Club for Year 6 - Resources	£500
	Purchasing Read, Write Inc. training and resources	£2,000
	<b>TOTAL</b>	<b>£2,500</b>

## 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.	
Projected spending	Inclusion leader and Learning Mentor - focused attendance work	£11,600
	Subsidised Breakfast Club – Daily reading and basic skills completed during the sessions	£2,050
	Attendance rewards and initiatives	£100
	<b>TOTAL</b>	<b>£13,750</b>

## 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 embed 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.	PP attendance in line with peers in school up to March 2020.
Improvement in progress in reading, writing and mathematics for disadvantaged children.	<b><i>There is no data to share due to the school closing in March 2020 for a national lockdown.</i></b>
Improvement in speech and language development of disadvantaged children.	<b><i>There is no data to share due to the school closing in March 2020 for a national lockdown.</i></b>

## 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.
<b>G.</b>	Addressing possible teaching restrictions due to pandemic related issues i.e. school/bubble closures, self-isolation and national/local lockdowns.

## 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 2021 attendance of disadvantaged pupils to increase to 96% or above.                      By summer 2021 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 2021 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 2021 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 2021 disadvantaged pupils will have access through our library to a range of age appropriate texts.  By summer 2021 disadvantaged pupils will have access to the reading initiatives in school.  By summer 2021 disadvantaged pupils will have an increased love of reading.  By summer 2021 disadvantaged pupils will meet or exceed their personal targets regarding reading fluency.</p>
<b>E.</b>	<p><b>Access to remote learning for disadvantaged pupils.</b>  Will be measured by:  Identifying pupils who do not have internet access or technology to support remote learning.  Tracking pupils who are accessing remote teaching to enable them to continue learning from home.  Monitoring which pupils have access to remote learning schedules.</p>	<p>Termly monitoring of the pupil involvement in remote learning.</p>

3. Planned expenditure					
Academic year	1. 2020-2021				
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  £500  LSAs  additional support to PP children  10% LSA budget -  £19,312</p>	<p>Termly (A &amp; I meetings)</p>

As above	Interventions co-ordinated by SENCO and Inclusion lead	Interventions focused to target SEND and DA pupils. Interventions tailored to support the needs of individuals and small groups of children.  EEF toolkit indicates that small group tuition can accelerate learning by 4 months and one-to-one tuition by 5 months.	Interventions monitored and observed by SENCO and Inclusion lead. Progress tracked and reviewed during A & I meeting.	SS £1,362 LC x.35 £7000 SH-AHT x.1 £6,100	Termly (A & I meetings)
As above	Structured phonics programme.  RWI training courses for KS1 staff.	Read Write Inc. provides a structured approach to teaching phonics and reading. 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 and Training £2,000	Termly (A & I meetings)
<b>Total budgeted cost</b>					£36,274

## ii. Targeted support

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?
<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. During the breakfast club, daily reading and basic skills tasks will be completed.	LC SH  Awards £100  Learning Mentor x .165 £3,465  AHT x.1 £6,100 Breakfast Club subsidise (41 x.25 x200) £2,050	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.165 £3,465	Weekly safeguarding and inclusion meetings.
To improve outcomes for Y3 and Y4 pupils	Lead Intervention teacher	EEF toolkit indicates that small group tuition can accelerate learning by 4 months and one-to-one tuition by 5 months.	Termly assessments analysis and work monitoring of target pupils. Learning walks to monitor quality of teaching and learning. Pupil discussions.	SS x .12 £2,762  JB SH	Achievement and Improvement cycle.
To improve outcomes for Y6 pupils	Additional Y6 teacher	EEF toolkit indicates that small group tuition can accelerate learning by 4 months and one-to-one tuition by 5 months.	Termly assessments analysis and work monitoring of target pupils. Learning walks to monitor quality of teaching and learning. Pupil discussions.	RT x.12 £2,762  JB SH	Achievement and Improvement cycle.
<b>Total budgeted cost</b>					£20,704

### iii. Other approaches

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?
Interventions will improve access to the curriculum for disadvantaged pupils.	ELSA intervention	Pupils with home/life circumstances experience low self-esteem. ELSA interventions will provide opportunity develop emotional literacy.  EEF toolkit indicates behavioural intervention and social and emotional learning strategies can accelerate learning by 4 months.	LC and MM have received full training on ELSA interventions and have identified pupils who will take part in this intervention. KS1 interventions will be led by MM and KS2 interventions will be led by LC	LC MM  ELSA training-existing SLA £nil cost	Intervention to be implemented during the autumn 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 JB  Subsidise trips £3,500	Termly
<b>Total budgeted cost</b>					£3,500

COVID-19 related issues					
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?
All pupils will have access to remote learning resources	PAT Remote Learning Schedules	During the pandemic (particularly related to school closures) that there is a national concern that the gap between disadvantaged pupils and their peers would increase.	Remote learning schedules will be sent electronically or as a paper copy. Pupils will have access to the internet and electronic devices in order to access online lessons. Effective communication between staff and parents.	DD (AHT @TRS) JB SH  Photocopying charges/Postal costs £968	As necessary when individuals or bubbles are required to self-isolate.
All pupil will complete remote learning tasks and upload them onto ClassDojo for feedback.	PAT Remote Learning Guidance	During the pandemic (particularly related to school closures) that there is a national concern that the gap between disadvantaged pupils and their peers would increase.	Information collated with regards to pupils' access to internet and electronic devices. Monitoring of attendance during online lesson and work submitted for feedback.	JA JB SH	As necessary when individuals or bubbles are required to self-isolate.
<b>Total budgeted cost</b>					£968

<b>Allocation of balance</b>	<b>Total budgeted cost</b>	£61,446
<p>The remaining balance will be retained for ongoing priorities that are identified for pupils as the year commences. These could include:</p> <ul style="list-style-type: none"> <li>Newly introduced strategic approaches</li> <li>Payment towards residential visits</li> <li>Payment towards family support – uniform and resources</li> </ul>	<b>Total PPG</b>	£71,595
	<b>Remaining balance</b>	£10,149