

# Carleton Park Junior and Infant School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Carleton Park Junior and Infant School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joe Ayre
Pupil premium lead	Sarah Humphreys
Governor / Trustee lead	Alexis Sharp

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,066.00
Recovery premium funding allocation this academic year	£16,114.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,180.00

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

At Carleton Park, we strive to ensure that all of our pupils, regardless of the barriers they face, become successful learners. A strategic decision by school leaders to adopt a whole school approach to ensure that all pupils receive a consistent learning experience as detailed in the The Trust guiding principles which detail 'Achievement without excuses'. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the Education Endowment Foundation. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues as well as the need for external agency support, for example, Safeguarding. These factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and how we will ensure that all children succeed.

### **Key Principles of our Pupil Premium Plan**

At Carleton Park we want to ensure that:

- Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.
- Appropriate provision and resources are made available for pupils who belong to vulnerable groups, so that barriers are removed to allow a secure and successful learning environment.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- The need of pupils may develop or change over the year, because of this, we need to allow scope for support when required. This maybe to support families who are newly registered as high need.
- Our plan provides an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences that enhance the curriculum and develop pupils' cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the UFS. Disadvantaged pupils have lower starting points in PSED, C&L and literacy and maths.
2	Some pupils who enter EYFS are lacking in the skills to enable them to be ready to learn. Disadvantaged pupils lack toilet training skills, behaviour regulation and social interaction skills.
3	A small group of pupils find the regulation of emotion a significant challenge. There is an increase in the number of pupils with SEMH needs.
4	Low attendance, those recorded at persistent absence and punctuality concerns for some pupils is having a direct impact on low attainment. Some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.
5	Pupils have had limited opportunities for wider experiences therefore there is a need to enhance the curriculum with educational visits and The Carleton Park 50 things.
6	Disadvantaged pupils attaining lower than all other pupils in the Year 1 phonics screening check, end of KS1 assessments and end of KS2 assessments.

## 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
<p><b>Priority 1</b></p> <p><b>For attainment in writing to be in line with reading and maths across both key stages in school</b></p>	<ul style="list-style-type: none"> <li>To achieve national average progress scores in reading, writing and maths at the end of Key Stage 1</li> <li>To achieve national average progress scores in reading, writing and maths at the end of Key Stage 2</li> <li>To achieve greater depth in reading, writing and maths in line with peers at both key stage 1 and 2</li> </ul>
<p><b>Priority 2</b></p> <p><b>Improvement in speech, language and communication development of disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>To achieve above national average expected standard in PSC</li> <li>EYFS tracking shows an upward trend.</li> <li>Phonics outcomes at least in line with national.</li> </ul>

	<ul style="list-style-type: none"> <li>• Speech and language targets met by individual pupils.</li> </ul>
<b>Priority 3</b> <b>Improve behaviour and social and emotional support for pupils to overcome barriers to learning.</b>	<ul style="list-style-type: none"> <li>• Decrease in behaviour incidents recorded on CPOMs and Bromcom.</li> <li>• Increase in number of pupils who can self-regulate and enable them to access learning.</li> <li>• Serious incidents and low-level behaviour incidents are reduced.</li> </ul>
<b>Priority 4</b> <b>The high-quality pastoral support ensures that disadvantaged pupils attend well and persistent absence is reduced</b>	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils is close to the national average.</li> <li>• Parents respond positively to the procedures in place to support</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,740.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NFER Assessment materials for all year groups</i>	<p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.</p> <p>To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.</p> <p>The development of the coaching model and projects taken as part of the NPQ programmes will support staff in ensuring that provision in the classroom meets the needs of all pupils.</p> <p>As part of the assessment cycle using the NFER assessment packages this will ensure that progress is measured and intervention is implemented and pitched at the correct stage to ensure accelerated progress. NFER tests will support teacher assessment and inform pupil progress meetings – informing discussion about the progress and achievement of our disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/</a></p>	1,6

<p><i>Learning Mentor Thrive training</i></p>	<p>With a SEND register of 12% and the main barrier to learning being SEMH the intervention and Thrive methodology has a prime aim of removing emotional barriers to learning. In order to implement this across school in order to support all children additional capacity is required.</p> <p>Training to become thrive practitioners for the Learning Mentors in school adds capacity to the Inclusion team in order to support children with SEMH barriers to learning.</p> <p>Children who are disadvantaged make up 44% of the SEND register. This suggests that those that are disadvantaged are more likely to have additional needs – primarily SEMH.</p> <p><a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a></p>	<p>2,3</p>
<p><i>Staff CPD in RWI Writing</i></p> <p><i>Resources for whole school in RWI Writing</i></p>	<p>To improve writing outcomes for all year groups. This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF</p> <p>Outcomes for disadvantaged pupils in writing throughout school is lower than that for reading and maths. This is due to the language rich environment that is not in place. The implementation of a whole school approach to writing with clear staff support and CPD will continue to improve outcomes for all learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1</p>
<p><i>Staff CPD – Whole School</i></p> <p><i>SLA Support from:</i></p>	<p>To provide support to class teachers and LSA's in order to support those with SEND and working in the bottom 20% of learners with quality first class teaching. Higher proportions in each year group for those with additional needs and those who are not working at age related standards are disadvantaged.</p> <p>Ensure that classroom provision meets the needs of all learners.</p> <p>Embedding dialogic teaching across school. This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</a></p> <p><a href="https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter">https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter</a></p>	<p>1,2</p>

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

Budgeted cost: £14,220.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early morning booster sessions that target those that are disadvantaged</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	4
<i>B squared Subscription 3rd Space Learning</i>	To ensure that provision for those with SEND and the bottom 20% effectively meets individual needs and progress in reading, writing and maths is made.  Research shows that the impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 44% of pupils with special educational needs are eligible for free school meals. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</a>	2,3,4,6
<i>Resources - Salary proportion –</i>	Intervention materials and sessions ran by LSA's / learning Mentors for SEMH.	4
<i>Music service SLA</i>	Access to music services a priority for those that are disadvantaged	5

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

Budgeted cost: £22,220.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Experiences subsidiary - Residential subsidiary (Year 5 and 6)</i>	To support the implementation of the '50 things at Carleton Park' across the curriculum to ensure that all pupils have access to a wider experience  To provide financial support for disadvantaged pupils in the '50 things to experience at Carleton Park'	5

<i>Access to the School Library Service</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
<i>Lunch time staff support with structure play / equipment</i>  <i>Behaviour Incentives for house teams</i>	Behaviour across good at all points of the day including break and lunch times. Reward strategies are in place and targeted training and support for non-teaching staff is embedded.	3
<i>Wider Curriculum resources</i>	Provide hands on learning experiences for all pupils across the curriculum with the addition of high-quality resources	5
<i>After School Clubs</i>	Access to after school clubs – those that are disadvantaged a priority  Working with parents to support children’s learning. (EEF Guidance Report)	5
<i>Breakfast club - Attendance incentives -</i>	To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA  Working with parents to support children’s learning. (EEF Guidance Report)  <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a>	4

**Total budgeted cost: £59,180.00**

## 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 2020 to 2021 academic year.

We recognise the impact of the COVID pandemic and our pupils lacking the opportunities of social interaction and certain curriculum areas. Our strategy ensures that all of our pupils receive a personalised curriculum where required to ensure any gaps or misconceptions are swiftly addressed.

### Whole School Data 2020/2021

#### Key Stage 1

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
81%	57%	62%	43%	90%	29%

#### Key Stage 2

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged

#### Phonics

<u>2019</u>		<u>2020</u>		<u>2021</u> <i>(based on predictions)</i>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
91%	29%			90%	

#### Attendance / PA

<u>2019</u>		<u>2020</u>		<u>2021</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
PA – %	PA – %	PA- %	PA - %	PA – %	PA – %