

Pupil premium strategy statement – Carleton Park Junior and Infant School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Joe Ayre, Headteacher
Pupil premium lead	Sarah Humphreys, Assistant Headteacher
Governor / Trustee lead	Alexis Sharp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,175.00
Recovery premium funding allocation this academic year	£7,105.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75,280

Part A: Pupil premium strategy plan

Statement of intent

At Carleton Park, our intention is that all pupils, irrespective of their background, the barriers or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, across all subjects, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 Trust Guiding Principles – Achievement without excuses.

When making decisions about the Pupil Premium funding, we will consider the context of our school and the subsequent challenges faced alongside research conducted by the EEF. We will consider the challenges faced by vulnerable pupils and common barriers to learning can be: less home support, weak communication and language skills, low confidence and self-esteem, behaviour difficulties, attendance and punctuality issues and the need for external agency support, such as those who have a social worker.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual need. The challenges are varied and we will ensure that all staff are involved with the analysis of data and identification of pupils. The intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. To ensure they are effective we will provide:

- 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 at the 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
Priority 1 For attainment in writing to be in line with reading and maths across both key stages in school	<ul style="list-style-type: none"> • To achieve national average progress scores in reading, writing and maths at the end of Key Stage 1 • To achieve national average progress scores in reading, writing and maths at the end of Key Stage 2 • To achieve greater depth in reading, writing and maths in line with peers at both key stage 1 and 2

Priority 2 Improvement in speech, language and communication development of disadvantaged pupils.	<ul style="list-style-type: none"> • To achieve above national average expected standard in PSC • EYFS tracking shows an upward trend. • Phonics outcomes at least in line with national. • Speech and language targets met by individual pupils.
Priority 3 Improve behaviour and social and emotional support for pupils to overcome barriers to learning.	<ul style="list-style-type: none"> • Decrease in behaviour incidents recorded on CPOMs and Bromcom. • Increase in number of pupils who can self-regulate and enable them to access learning. • Serious incidents and low-level behaviour incidents are reduced.
Priority 4 The high-quality pastoral support ensures that disadvantaged pupils attend well and persistent absence is reduced	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils is close to the national average. • Parents respond positively to the procedures in place to support

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: £28,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subscription to support teacher training and assessment tools for pupils with SEND</i> <i>Bsquared £138 and NASEN</i>	<p>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.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</p>	1,6

£499		
<p><i>Training for staff to ensure the Trust Writing Strategy is implemented including resources and interventions.</i></p> <p>£7,105</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 team. 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1
<p><i>Resources and training for all staff CPD</i></p> <p>£20,897</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>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>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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</p> <p>https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter</p> <p>Ensure that classroom provision meets the needs of all learners.</p>	1,2

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

Budgeted cost: £31,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of the Accelerated Reader programme to raise attainment in reading. Including training for staff to support pupils.</i> £5224	“Decades of reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring. Accelerated Reader helps educators, students, and their families put these practices into action—and more than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels.” – Renaissance Accelerated Reader. Accelerated Reader - Evidence Renaissance	4
<i>3rd Space Learning</i> £3,520 <i>and educational software and subscriptions</i> £4,109	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4,6
<i>Engaging with the National Tutoring Programme. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i> <i>National Tutoring Top up</i> £3,175	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4,6
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i> <i>Resources for whole school in RWI Phonics</i> £5000	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
<i>Resources -</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4

<i>Speech and Language SLA</i> £3,277	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
<i>Music service SLA</i> £7,222	Access to music services for those that are disadvantaged.	5

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

Budgeted cost: £15,114

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Experiences subsidiary - Residential subsidiary</i> £3,000 <i>Access to the School Library Service</i> £2,004	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' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5
<i>Lunch time staff support with structure play / equipment</i> <i>Behaviour Incentives for house teams</i> £1,020	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>Milk and Uniform expenditures</i> £1,960	To ensure those who are disadvantaged have access to milk and a full school uniform.	5
<i>After School Clubs</i> <i>Breakfast club -</i>	Access to after school clubs – those that are disadvantaged a priority Working with parents to support children's learning. (EEF Guidance Report)	4

<p>£7,130</p> <p><i>Attendance incentives -</i></p>	<p>To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA</p> <p>Working with parents to support children's learning. (EEF Guidance Report)</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	
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Total budgeted cost: £75,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School Data 2021/2022

Key Stage 1 % Achieving Age Related Expectations

Reading		Writing		Maths	
Non Disadvantaged (23)	Disadvantaged (7)	Non Disadvantaged (23)	Disadvantaged (7)	Non Disadvantaged (23)	Disadvantaged (7)
74%	71%	65%	71%	83%	71%

Key Stage 2 % Achieving Age Related Expectations

Reading		Writing		Maths	
Non Disadvantaged (19)	Disadvantaged (10)	Non Disadvantaged (19)	Disadvantaged (10)	Non Disadvantaged (19)	Disadvantaged (10)
95%	90%	95%	80%	90%	80%

Key Stage 2 Progress

Reading		Writing		Maths	
Non Disadvantaged (19)	Disadvantaged (10)	Non Disadvantaged (19)	Disadvantaged (10)	Non Disadvantaged (19)	Disadvantaged (10)
6.0	9.3	5.2	10.6	8.2	10.8

Phonics

2020		2021 (based on predictions)		2022	
Non Disadvantaged (22)	Disadvantaged (8)	Non Disadvantaged (22)	Disadvantaged (8)	Non Disadvantaged (22)	Disadvantaged (8)
96%	84%	96%	67%	95%	100%

<u>Attendance / PA</u>					
2020		2021		2022	
Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
Attendance 95.8%	Attendance 95.8%	Attendance 96.7%	Attendance 93.9%	Attendance 97.2%	Attendance 96.0%
PA- 1%	PA - 4%	PA – 6%	PA – 5%	PA – 6%	PA – 3%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider