

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	Carrington Junior School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	FGB
Pupil premium lead	A Reid
Governor / Trustee lead	J Wright; I Bryan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 79,975
Recovery premium funding allocation this academic year	£ 8,837
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£88,812

Part A: Pupil premium strategy plan

Statement of intent

At Carrington Junior School we aim for pupils entitled to pupil premium to overcome their personal barriers and to achieve academic outcomes in line with their peers. We also aim for them to engage with the wider opportunities presented to them in their life at school and beyond. We aim for them to believe in themselves, achieve the best they can and succeed in all they do.

This plan outlines what the main barriers are for the pupil premium children at Carrington Junior School and the steps we will take to ensure that these barriers are minimised for them.

Challenges

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

Challenge number	Detail of challenge
1	Low historic attainment (below ARE) 47% of cohort <i>(Reading 42% below, writing 47% below, maths 40% below)</i>
2	Anxiety or worry related issues 27% of cohort
3	Parental engagement or capacity to support 18% of cohort
4	Young carer (family member with disability or serious illness) 19% of cohort
5	Attendance below expected 15% of cohort

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
Improved attainment and a narrowed gap in attainment between PP and non-PP pupils, specifically relating to, <ul style="list-style-type: none">reading fluency and reading bandsmathematics reasoningwriting for purpose, vocabulary breadth and grammatical sense	<ul style="list-style-type: none">Improved outcomes in terms of numbers of PP children achieving ARE in assessments <p>(Measured with termly assessments- for pupils with SEND also measured in terms of personal targets relating to academic attainment)</p>

<p>Improved attendance in line with 96% target</p>	<ul style="list-style-type: none"> • A higher number of PP pupils achieve 96% attendance (Measured by attendance rates reported in SIMS) • Pupils falling below 96% attendance have improving rates of attendance rather than declining (Monitored as part of safeguarding meetings)
<p>Increased confidence for PP cohort (decreased worry and disengagement)</p>	<ul style="list-style-type: none"> • Improved attitudes to school and themselves as learners (Measured by comparing start and end of year attitudes to learning survey- answers ranked)

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: £ 23,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy initiative: Voice 21- Year 1 programme to improve oracy across the school	Oral language interventions (EEF +6 months)	1
Focused group teaching Mixed ability classes of approx. 20 in target cohort – Year 6 <ul style="list-style-type: none"> Additional opportunities for feedback 1:1 modelling within lessons 	Smaller group sizes (EEF +2 months) (EEF feedback +6 months)	1
AfL training for all staff (teachers and TAs) <ul style="list-style-type: none"> Inset training from Claire Gadsby including action planning and follow up staff meetings. 	AfL leading to accurate assessment for targeted feedback (EEF feedback +6 months)	1
Other CPD: <ul style="list-style-type: none"> Challenging writers using Opening Doors exposure to aspirational texts, using access strategies Maths mastery training 	Mastery learning (EEF +5 months) EEF report – Effective professional development - focus on building knowledge and developing teacher techniques	1
Power Maths <ul style="list-style-type: none"> Mastery teaching 	Mastery learning (EEF +5 months)	1
Monitoring of PP provision and initiatives by PP school lead <ul style="list-style-type: none"> Including coaching staff members Monitoring impact and effectiveness 	Section 5 of Putting the Evidence to work: A guide for schools - Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.	1 / 2 / 3/ 4/ 5

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

Budgeted cost: £ 28,180 + £8837 (recovery funding to be used pathway 2 of NTP-Academic Mentor

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading focus TA <ul style="list-style-type: none"> • completing priority reading with PP pupils and supporting wider engagement. 	Teaching assistants delivering targeted interventions (EEF +5 months)	1/3
Lexia <ul style="list-style-type: none"> • reading and phonics support tailored to pupil needs and gaps 	Individual instruction (+4months EEF) Prior experience of raising attainment for PP cohort	1/3
Mathematics <ul style="list-style-type: none"> • targeted support with responsive level questions and support resource 	Individual instruction (+4months EEF) Prior experience of raising engagement and attainment for PP cohort	1
PiXL <ul style="list-style-type: none"> • Targeted resources, relating to individual pupil gaps, used in whole class teaching and intervention groups • Provision of intervention resources to support targeted interventions 	Feedback on attainment and personal learning gaps (EEF feedback +6 months) Small group tuition (+4 months EEF)	1
Recovery funding- pathway 2 of National Tutoring Programme- Academic mentor	Small group tuition (+4 months EEF)	1

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

Budgeted cost: £ 27,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Young carers group: <ul style="list-style-type: none"> • A safe space to share common experiences and difficulties • A place to learn strategies and develop resilience for dealing with difficult things • A sense of belonging 	Social and emotional learning (EEF +4months)	4/2/5

<p>Family liaison worker:</p> <ul style="list-style-type: none"> Developing positive relationships with families of vulnerable pupils. Dedicated time to engage with attendance 	<p>Social and emotional learning (EEF +4months)</p> <p>Parental engagement (+4 months)</p>	2/3/5
<ul style="list-style-type: none"> Pastoral check in with vulnerable children 		
<p>Counselling</p> <ul style="list-style-type: none"> 1:1 counselling sessions where appropriate for vulnerable pupils 	<p>Social and emotional learning (EEF +4months)</p>	2 / (4)
<p>Access to extra-curricular activities</p> <ul style="list-style-type: none"> Supported access to swimming/ clubs Supported access to educational visits Supported access to residential trips 	<p>Arts participation (+3 months EEF)</p>	1 / 2 / 5
<p>Small group and 1:1 mentoring for PP pupils</p> <ul style="list-style-type: none"> Trained mentor Regular contact Tailored to pupil's specific needs 	<p>EEF (+2 months)</p> <p>Prior experience of working with mentor and improved engagement with learning/ remote learning</p>	5 / 2/1/4

Total budgeted cost: £88,812

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.

Reading outcomes:

	Reading fluency of PP pupils (age appropriate book band)	Reading attainment of PP pupils (assessment informed)
Year	PP pupils at ARE year start to Summer Term	PP pupils at ARE year start to Summer Term
3	42% points increase	19% points increase
4	53% points increase	43% points increase
5	19% points increase	7% points increase
6	71% points increase	29% points increase

Maths outcomes:

	Maths
Year	PP pupils at ARE year start to Summer Term
3	32% points increase
4	25% points increase
5	37% points increase
6	22% points increase

Writing outcomes:

	Writing
Year	PP pupils at ARE year start to Summer Term
3	42% points increase
4	24% points increase
5	15% points increase
6	25% points increase

Attendance:			
Academic year PP attendance 2019-2020		Attendance year PP 2020-2021	
PP	Non-PP	PP	Non-PP
93%	96%	95%	97%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PiXL	PiXL (Partners in Excellence)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details															
How did you spend your service pupil premium allocation last academic year?	Focus challenge groups. Teacher CPD: learning behaviours/ challenge in writing															
What was the impact of that spending on service pupil premium eligible pupils?	Pupil moved as follows academically:															
	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Grammar</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>70%</td> <td>WTS</td> <td>66%</td> <td>66%</td> </tr> <tr> <td>Summer</td> <td>80%</td> <td>ARE</td> <td>74%</td> <td>76%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Grammar	Autumn	70%	WTS	66%	66%	Summer	80%	ARE	74%	76%
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