

# Carlton Primary Pupil premium strategy statement

## School overview

Metric	Data
School name	Carlton Primary
Pupils in school	153
Proportion of disadvantaged pupils	26.14%
Pupil premium allocation this academic year	£35,824
Academic year or years covered by statement	March 2021- March 2022
Publish date	March 21
Review date	July 21.
Statement authorised by	Jon Watson.
Pupil premium lead	Jon Watson
Governor lead	Nick Thompson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Date not currently available from DFE for 2019/2020
Writing	Date not currently available from DFE for 2019/2020
Maths	Date not currently available from DFE for 2019/2020

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Date not currently available from DFE for 2019/2020
Achieving high standard at KS2	Date not currently available from DFE for 2019/2020
Measure	Activity
Priority 1	To increase the standard of Quality First teaching across the school
Priority 2	To improve attainment outcomes and progress for all disadvantaged pupils.

<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Ensuring all staff have high expectations for all pupils (Inc. Disadvantaged)</li> <li>• Consistent approach and methodology across school, including appropriate resources</li> <li>• Disadvantaged Pupil attendance</li> </ul> <p>—</p>
<p>Projected spending</p>	<p>Whole School Budget (supported by the total PP Budget of £35,824)</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average progress in KS2 Reading (0)	June 21
Progress in Writing	Achieve National Average progress in KS2 Reading (0)	June 21
Progress in Mathematics	Achieve National Average progress in KS2 Reading (0)	June 21
Phonics	Maintain high Phonics data – e.g. above National Average for PSC	June 21
Other	Improve attendance of Disadvantaged Pupils to be significantly closer to National Average (96% )	June 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>Develop quality wave one Teaching to enhance pupils out comes. (based upon EEF Toolkit and research)</li> <li>Targeted intervention take place in and supported by SAFE plans</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Source and utilise Phonics Scheme (via English Hub) for all KS1 staff</li> <li>Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively</li> <li>Streamed groups for Phonics</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Underperformance in previous years</li> <li>Instability of teaching in the past</li> </ul>

	<ul style="list-style-type: none"> <li>• Encouraging high expectations for children with low self-esteem, attendance or engagement</li> <li>• Supporting children in structured way have greater confidence in reading using phonics awareness and strategies</li> </ul>
Projected spending	£35,824 from Pupil premium Funding

## Wider strategies for current academic year

Measure	Activity
Priority 1	Provide enhanced wider opportunities for raising expectations and aspirations for all pupils including disadvantaged. (visits, visitors, guest aspirational speakers, themed days ,etc.)
Priority 2	Ensure disadvantaged pupils can participate in school trips and learning outside the classroom (e.g. access to financial to costs of trips, attendance in Forest Schools sessions, wider opportunities music etc.) Including LAC (additional funding for trips, resources and enhancements)
Barriers to learning these priorities address	Improving attendance, behaviours for learning, engagement, and attitudes for the most disadvantaged pupils.
Projected spending	£4470

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff Training time and time to embed approach Consistency of staffing CPD and capacity of Team	Use of SLT time to cover staff Additional training time to be given Joint training with SET
Targeted support	Ensuring time is consistently given for staff to implement actions	Timetable of lessons, training and interventions Full SLT support
Wider strategies	Working with family facing most challenges including TC and LAC	Working with SET for best practise and advice. SEN support guidance (SET)

**Review: last year's aims and outcomes**

<p><b>Review to be measured in July 21-joined SET Trust in Jan 21 and this report will be part of the SET review in July 21</b></p>	
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