

# Carlton Primary 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	Carlton Primary
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	24.16%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022
Date this statement was published	September 21
Date on which it will be reviewed	September 22
Statement authorised by	Jonathan Watson
Pupil premium lead	Danielle Burton
Governor / Trustee lead	Nick Thompson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49765.00
Recovery premium funding allocation this academic year	£4785.00
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	£54,580

## Part A: Pupil premium strategy plan

### **Statement of intent**

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. 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 and attendance and punctuality issues. There may also be complex 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.

### **Principles**

We ensure that teaching and learning opportunities meet the needs of all the pupils

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Demography and School Context**

- Carlton is a smaller-than-average-sized primary school.
- The proportion of disadvantaged pupils is lower than the national average, as is the proportion of pupils with SEND, including those who require an educational health and care plan.

- Most pupils are of White British heritage, with a small minority of pupils of Irish Traveller heritage and Gypsy Roma heritage.

## **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## **Achieving these Objectives**

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' HLTA (Trained Teacher) to Year 5 - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
  - and small group support
- Use of the TLC Live
- Additional teaching and learning opportunities provided through SET (Selby Educational Trust) and external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay a % towards activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of a Home School Support worker.
- To allow the children to sing in a choir across SET.
- Behaviour /nurture support through specialist provision to promote Carlton's values and thus enhance learning.

## **Challenges**

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

Challenge number	Detail of challenge
1	<p>Access to Quality Wave One Teaching and learning</p> <p>Quality first teaching makes the most difference to disadvantage (and all) learners. This is our core business and priority for both school improvement as a whole and pupil premium spending.</p> <p>Over time standards of Quality first teaching/Wave One Teaching and learning have not been as consistent as we would like. This has been our major drive of school improvement. Through staff training and development, strong leadership and effective recruitment, this important aspect has improved over time and continue to improves.</p> <p>Staff training has better equipped all staff to be even stronger practitioners and being more consistent across. Support from Selby Educational Trust since our voluntary academisation in Jan 2021 has supported this aspect even further.</p> <p>Success has been achieved through developing consistent and clear pedagogy, using researched based initiatives and schemes, and effective professional development. Effective adoption of Read Write Inc Phonics scheme and Talk 4Write demonstrated effective approaches that are now embedded across school.</p> <p>Research and analysis show that over the covid pandemic many disadvantaged pupils did not attend school and therefore had less exposure to quality first teaching then many non- disadvantaged children.</p>
2	<p>Children may still have gaps in subject knowledge and subject specific vocabulary across some subjects</p> <p>Many children in school have ‘gaps’ in their learning. This can be for a variety of reasons, including persistent absence, absence during Covid, and lack of engagement in home learning during the Covid pandemic.</p> <p>As above historically, through inconsistency in the standards of teaching and learning across school some children may have gaps in their learning.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>

	<p>As above, the new curriculum now in place is more robust and consistent – it provided planned progression across all subjects. Vocabulary and knowledge are at the core of the curriculum in Carlton : it is now consistently</p>
3	<p>Using effective feedback strategies through which pupils can address their own areas for improvement</p> <p>Our metacognitive approach in school is a real strength of school. Further developing effective feedback strategies will have a huge impact on all pupils, especially the disadvantaged.</p> <p>Assessments, observations, and discussions with pupils /staff indicate that pupils including disadvantaged pupils that there is an area of need to use effective feedback strategies through which pupils can address their own areas for learning. This will help to address areas such as fluency , academic resilience and stamina.</p>
4	<p>Attendance and levels of persistent absence</p> <p>Poor attendance has a huge impact on academic success.</p> <p>Analysis shows that man of the pupils who have low attendance or who are persistent non attenders are from disadvantaged backgrounds. . Overtime we have had a group of pupils who have poor attendance are persistent absentees. As well as few complex medical needs, a large number of our persistent absentees come from the Travelling Community. The attendance of this cohort was significantly negatively impacted by the Covid 19 pandemic. During this period attendance among disadvantaged pupils has been lower and has dropped compared to non-disadvantaged pupils</p>
5	<p>Wellbeing and mental health</p> <p>The covid pandemic has had a negative impact in all children, with all children missing out on some usual social and educational aspects. This is particularly true of some disadvantaged pupils. Despite efforts to support these children during partial of full closure not all children were able to be supported as fully as we would like.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>

## 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
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Maths	Achieve above national average progress scores in KS2 Maths (0)
Progress in Phonics	Achieve above national average expected standard in Phonics Screening
Other	Ensure attendance of disadvantaged pupils are above 95%

## 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: £42,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y5 HLTA. (£4144)</p> <p>Intensive tuition in small groups to support those who are falling behind and to ensure effective progress</p>	<p>On entry to Y3-data in R,W,M combined shows progress measures are lower than other year groups Y3=50% Y5=54%</p> <p>EEF toolkit key findings show that small group tuition has an average input of 4 months' additional progress over the course of the year. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<p><i>Contribution towards the cost of Teaching Assistant time</i> £32,386</p>	<p>Pupil premium children are supported well within classrooms - prioritising quality first teaching. We have prioritised a high level of pupil adult ratio in all morning session throughout school. This is used in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Providing a calm and positive start to the day (emotional wellbeing for vulnerable children)</li> <li>• intervention in assembly times and at other points in the day</li> <li>• Providing targeted support and intervention such as streamed phonics groups with trained and accredited staff</li> <li>• TA support for phonics, reading and number</li> </ul>	
<p>Teacher check children's prior knowledge before and during teaching units</p>	<p><b>Diagnostic Assessment Evidence Insights</b></p> <p>Teachers are regularly using quizzes within lessons and units of work to test prior knowledge and new learning. Quizzes can take many forms: short-answer written tasks, retrieval activities, or targeted verbal questions. Teachers can use the information from quizzes to fill gaps in understanding which are likely to hold pupils back</p>	1,2

	<p>when attempting more complex tasks. Whole staff training in what subject knowledge banks are and examples created for each subject.</p> <p>Follow up staff meetings for staff to share their subject knowledge banks and discuss how they have been used.</p> <p>Training on how to recap on learning through mini-quizzes and other methods</p> <p>Improvements seen in evidence recall over time.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	
Specific training on Teaching Methodology	<p>Doug Le Mov Teaching like A champion 3.0, and Rosenshine's Principals in Action, Tom Sherrington.</p> <p>Training through Selby Educational trust</p>	1
<i>Staff CPD</i> (£6000)	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of Selby Educational Trust and joint training has been planned throughout 21-22 academic year.</p> <p>All staff to lead effectively are released once a term</p>	1,2
<i>Effective Feedback</i>	<p>EEF states that effective feedback strategies give an average impact of 6 months educational gain. We will across the trust to work on strategies to embed into our Wave One teaching/ learning to ensure pupils are given effective strategies</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1,3

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

Budgeted cost: £450 + National Tutoring programme costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	4



of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF450</a>	
<i>TA support to supervise NTP session. £90 per half term - total £450</i>		

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

Budgeted cost: £11,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Home School Support Worker (£500) will work with vulnerable families to support school attendance</i>	Attendance and Persistent Absence Attendance figures need to be addressed for some Pupil Premium pupils. A higher percentage of PP pupils do not attend regularly compared to non-Pupil Premium pupils  Attendance Support plan to be written by Admin/ Home School Support worker Training of Carlton Staff to support absence school attendance.	4
Support from other agencies e.g. MEA (Minority Ethnic Achievement) team is sought and utilised.	Further improvements have been made with links to Travelling community and relevant support agencies	4
<i>Wellbeing Champion appointed within school £1900 for TA time</i>	<i>Access to up to £1200 DFE linked funding- Emotional Coaching training to support the role of Wellbeing Champion</i>	5
<i>Music (music tuition across SET) £6500</i>	Access to, Young Voices choir and singing event at Sheffield Arena- access to other opportunities post restrictions through joint events	5

<p><i>Focus on Carlton skill set <b>respect, reflection and resilience</b> to ensure that the skills are explicitly taught alongside different aspects of the curriculum.</i></p> <p><i>£200 for resources</i></p>	<p>5-minute mindfulness activity calendars are in place for all classes. These can act as a break between sessions. Autumn 1 focus: Reflection Autumn 2 focus: Resilience</p>	<p>5</p>
<p><i>Access to enhanced Curriculum (£2500)</i></p>	<p>All children will have access to subsidized trips (where needed) It is essential for their own wellbeing that they experience different settings before writing about it. All residential are linked to Topics that they are studying.</p>	<p>1,2,3,4,5</p>

**Total budgeted cost: £ 54, 580**

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Despite the challenges of Covid 19 being an additional factor to all schools, children at Carlton Primary School continued to make good progress. The improvement in Quality First teaching has continued and all children, including the disadvantaged are receiving a more consistent and quality provision.

Particular strengths:

- Effective deployment of support staff to enhance children's curriculum and learning, minimising the 'covid gap'
- Consistent phonics approach -with improved outcomes for all children, particularly the disadvantaged
- Effective deployment of support staff to release leaders to monitor, evaluate and improve curriculum areas.
- Joining Selby Educational Trust (SET)– huge impact on enhancing and improving our curriculum offer, and developing Talk4 Write approach. This in time will have huge impact on all learners.
- Emotional wellbeing (strong pastoral care)
- Staff CPD which has then impacted on quality first teaching
- Use of NTP

## 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*

<b>Programme</b>	<b>Provider</b>
National Tutoring Programme	TLC Live

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*