

# The Carlton Junior Academy: Pupil Premium Strategy 2018-19

1. Summary Information			
<b>Academic Year</b>	2018/19	<b>Total PP budget (Financial Year):</b>	<b>£108,240</b>
		2017/18 Academic Year Summer Term only (1/4):	£27,060
		2017/18 Academic Year Autumn & Spring (3/4):	£81,180
<b>Total number of pupils</b>	220	<b>Number of pupils eligible for PP</b>	76 (35%)

2. Review of expenditure			
<b>Previous academic year: 2017/18</b>		<b>Allocation: £112,200</b>	
<i>Item/Project</i>	<i>Cost</i>	<i>Impact</i>	<i>Lessons learned</i>
<b>Pupil Premium Intervention Teacher (50% of £36,746)</b>	£18,373	DA intervention teacher and TA interventions contributed to the increased attainment of the DA pupils and the narrowing of attainment gaps in Year 3 and Year 5.	Timetable for DA intervention teacher was effective in ensuring equality of provision for targeted Year 3 and 5 groups. It allowed time to be assigned to each class so that interventions could be implemented effectively.
<b>TA intervention</b> (in class working in small PP groups/ boosters)	£4200		
<b>Literacy Volunteer</b>	£495	<p><b><u>Year 3</u></b></p> <p><b>From KS1 gaps in all subjects at EXS have narrowed.</b></p> <p><u>Maths</u> The gap at EXS is 13% in favour of 'others'. This gap has <u>decreased</u> from 33% at KS1.</p> <p><u>Reading</u> The gap at EXS is 0% and has closed. This gap has <u>decreased</u> from 3% at KS1.</p>	<p><b><u>Year 3</u></b></p> <p><i>The data below shows:</i></p> <p>Year 3 have improved (from 2016/17) in the level of support and intervention provided to pupils working at EXS. As a result, the attainment gaps have narrowed.</p> <p>More targeted intervention required for Year 3 (Year 4 in academic year 2018/19) for pupils at the Higher Standard in all subjects because attainment gaps have increased.</p>

		<p><u>Writing</u> The gap at EXS is 6% in favour of 'others'. This gap has <u>decreased</u> from 25% at KS1.</p>	<p><b>KS1</b> <u>Reading</u> The gap at the Higher Standard is 29% in favour of 'others'. This gap has increased from 16% at KS1. <u>Writing</u> The gap at the Higher Standard is 15% in favour of 'others'. The gap has increased from 0% at KS1.  <u>Maths</u> The gap at the Higher Standard is 26% in favour of 'others'. The gap has increased from 5% at KS1.</p>
		<p><b><u>Year 4</u></b>  <u>Writing</u> The gap at EXS is 7% in favour of 'others'. The gap has decreased from 22% from KS1.</p>	<p><b><u>Year 4</u></b> <b>The data below shows that:</b> More targeted provision is required for Year 4 (Year 5 in academic year 2018/19) for pupils working at the EXS in Maths and Reading and the Higher Standard in all subjects.  <u>Writing</u> The gap at the Higher Standard is 44% in favour of 'others'. The gap has increased from 20% at KS1.  <u>Maths</u> The gap at EXS is 17% in favour of 'others'. The gap has increased from 3% in favour of 'others'.  The gap at the Higher Standard is 31% in favour of 'others'. The gap has increased from 2% in favour of DA.  <u>Reading</u> The gap at EXS is 18% in favour of 'others'. The gap has increased from 12% at KS1.  The gap at the Higher Standard is 38%. The gap has increased from 27% at KS1.</p>

**Year 5**

*From KS1 gaps in all subjects at EXS and the Higher Standard have closed.*

**Reading**

The gap at EXS is 11% in favour of DA. This gap at KS1 was 25% in favour of 'others'. Therefore, the gap has closed and reversed.

**Writing**

The gap at EXS is 19% in favour of DA. This gap has closed and reversed from 2% at KS1 in favour of 'others'.

The gap at the Higher Standard is 2% in favour of DA. This gap has closed and reversed from 4% at KS1 in favour of 'others'.

**Maths**

The gap at EXS is 15% in favour of DA. This positive gap has increased from 7% in favour of DA from KS1.

The gap at the Higher Standard is 6% in favour of DA. This positive gap has increased from 3% in favour of DA from KS1.

**The strategies in Year 5 have been effective. Therefore, these should be maintained in the next academic year.**

**Year 6**

Disadvantaged pupils were in line with or above the National Average (for all pupils) in all subjects.

**Year 6**

**This cohort has now left school and is in Year 7.** In all subject areas, the 'in school' gap at EXS and the Higher Standard is an area of development. This should be a focus for other year groups in the next academic year.

Reading  
**EXS attainment**

All pupils = 88% **In school**  
NA (all pupils) = 75% **National**  
Disadvantaged = 76.5% **In school**

DA pupils in school achieving EXS was 13% above the National Average for all pupils.

*ASP data shows that, in Reading, school made more progress than National DA pupils and National 'Others'. School DA pupils achieved a progress score of **+2.34** whereas National DA was **+0.3** and National 'Others' achieved **+2.01**.*

**Higher Standard attainment**

NA (all pupils) = 25% **National**  
Disadvantaged = 29% **In school**

DA pupils in school achieving the Higher Standard was 4% above the NA Higher Standard for all pupils.

*ASP data shows that, in Reading, the 3 High Prior Attainers made **+5.46** progress. Also, ASP data shows that Reading Scaled Scores were in line with the National DA pupils for the Higher Standard.*

Reading  
**EXS attainment**

Disadvantaged = 76.5% **In school**  
Others = 84.6% **In school**

Fewer DA pupils in school are achieving EXS than their non-DA peers in school. Therefore, there is a gap of 7.4% in favour of others.

**Higher Standard attainment**

Disadvantaged = 29% **In school**  
Others = 61% **In school**

DA pupils in school achieving the Higher Standard is 32% below 'Other' pupils in school achieving the Higher Standard.

*ASP data shows that, in Reading, the Average Scaled Score for School DA pupils is **-0.8** below National 'Others'.*

Maths  
**EXS attainment**

NA (all pupils) = 76%  
Disadvantaged = 76.5%

DA pupils achieving EXS was in line with the National Average for all pupils.

*ASP data shows that, in Maths, school made more progress than National DA pupils and National 'Others'. School DA pupils achieved a progress score of **+1.5** whereas National DA was **+0.3** and National 'Others' achieved **+1.17**.*

**Higher Standard attainment**

*ASP data shows that, in Maths, the 3 High Prior Attainers made **+3.96** progress.*

Writing  
**EXS attainment**

NA (all pupils) = 78% **National**  
Disadvantaged = 94.1% **In school**

DA pupils achieving EXS was 16.1% above the National Average for all pupils.

Maths  
**EXS attainment**

Disadvantaged = 76.5%  
Others = 100%

Fewer DA pupils are achieving EXS than 'Others' in school. There is an in school gap of 23.5% in favour of others.

*ASP data shows that, in Reading, the Average Scaled Score for School DA pupils is -1.6 below National 'Others'.*

**Higher Standard attainment**

NA (all pupils) = 23% **National**  
Disadvantaged = 18% **In school**

DA pupils in school achieving the Higher Standard was 5% below the NA Higher Standard for all pupils.

*ASP data shows that, in Maths, 1.7 pupils were below National DA pupils at the Higher Standard.*

Writing  
**EXS attainment**

Disadvantaged = 94.1% **In school**  
Others = 100% **In school**

Fewer DA pupils are achieving EXS than their non-

ASP data shows that, in Reading, school progress score for all pupils is +4.29 (NA +0.24)

*ASP data shows that, in Writing, school made more progress than National DA pupils and National 'Others'. School DA pupils achieved a progress score of **+4.3** whereas National DA was **+0.2** and National 'Others' achieved **+4.12**.*

**Higher Standard attainment**

NA (all pupils) = 18% **National**  
Disadvantaged = 24% **In school**

DA pupils in school achieving the Higher Standard was 3% above the NA Higher Standard for all pupils.

*ASP data shows that, in Writing, the 3 High Prior Attainers made **+4.93** progress. Also, ASP data shows that Writing at Greater Depth was in line with the National DA pupils and National 'Others'.*

GPS  
**EXS attainment**

NA (all pupils) = 78% **National**  
Disadvantaged = 88% **In school**

DA pupils achieving EXS was 10% above the NA for all pupils.

DA peers in school. There is an in school gap of 5.9% in favour of 'others'.

**Higher Standard attainment**

Disadvantaged = 24% **In school**  
Others = 29% **In school**

DA pupils in school achieving the Higher Standard was 5% below the 'Others' in school achieving the Higher Standard.

GPS  
**EXS attainment**

Disadvantaged = 88% **In school**  
Others = 93.5% **In school**

Fewer DA pupils are achieving EXS than 'Others' in school. There is an in school gap of 5.5% in favour of 'Others'.

		<p><b>Higher Standard attainment</b></p> <p>NA (all pupils) = 31% <b>National</b> Disadvantaged = 35% <b>In school</b></p> <p>DA pupils <i>in school</i> achieving the Higher Standard was 4% above the NA Higher Standard for all pupils.</p> <p><i>ASP data shows that, in GPS at the Higher Standard, <u>School DA pupils</u> were in line with <u>National DA pupils</u>.</i></p>	<p><b>Higher Standard attainment</b></p> <p>Disadvantaged = 35% <b>In school</b> Others = 42% <b>In school</b></p> <p>DA pupils <i>in school</i> achieving the Higher Standard was 7% below 'Other' pupils achieving the Higher Standard.</p> <p><i>ASP data shows that, in GPS, the Average Scaled Score for <u>School DA pupils</u> is <b>-0.6</b> below <u>National Others</u>.</i></p>
<p><b>One to one tuition by tutors/teachers</b> <i>approx. 33 cycles (of 10 sessions)</i></p>	<p>£26,000</p>	<p>One to one tuition contributed to a narrowing of the gaps in all subjects for Year 5 and 6 pupils and kept gaps remaining small in Year 5 (data above).</p> <p>One to one tuition contributed to DA pupils who were 2a at KS1 making at least 'good' progress and a proportion making 'very good' progress at the end of KS2:</p> <ul style="list-style-type: none"> <li>• In Reading: 5/7 = 71% of 2a (KS1) DA pupils achieved a standardised score of 100+. 3/7 = 43% 2a (KS1) DA pupils achieved a standardised score of 110+.</li> <li>• In Maths: 4/4 = 100% 2a (KS1) DA pupils achieved a standardised score of 100+.</li> <li>• In Writing: 3/3 2a (KS1) DA pupils achieved the expected standard. 2/3 = 66% of 2a (KS1) DA pupils achieved Greater Depth.</li> </ul>	<p>One to one tuition needs to be targeted at specific DA pupils in Year 4 (next year's' Year 5) to narrow the gap in all subject areas.</p> <p>One to one tuition could be targeted more regularly to Year 3 and Year 4 pupils who rarely have this provision.</p>
<p><b>Pupil Premium Lead (L&amp;M time)</b></p>	<p>£1976</p>	<p>Pupil Premium Lead has ensured that gaps in Year 5 have narrowed or remained small (as prioritised last year). Gaps have also</p>	<p>Pupil Premium Lead to ensure that intervention is prioritised and targeted towards Year 4 (Year 5 in academic year 2018/19). This is to ensure the gap narrows in this year group.</p>

		<p>narrowed in Year 3, 5 and Year 6. This can be seen in the data above.</p> <p>Pupil Premium Lead has ensured that gaps narrowed or closed in Years 3, 5 and 6 (as seen in data above).</p> <p>Pupil Premium Lead has had a positive impact on the end of KS2 data especially on progress scores.</p> <p>In all subjects progress is above national outcomes.</p>	
<b>One to one TA support for 3 pupils</b>	£57,000	<ul style="list-style-type: none"> <li>• Provision has enabled pupils with SEND to access the curriculum and remain in school.</li> <li>• Pastoral/wellbeing support within this has allowed children to have a more positive outlook towards school. This has allowed them to take part in clubs, sporting competitions and other activities in the wider school.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue using provision to ensure that 3 pupils are able to access the curriculum.</li> </ul>
<b>AfA structured conversations</b> (24 x £36)	£864	<ul style="list-style-type: none"> <li>• PP/SEN have been given targeted support both academically and pastorally.</li> <li>• Stronger relationships have been formed with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all AfA structured conversations occur each term to allow for all PP/SEN pupils to achieve their individualised targets.</li> </ul>
<b>Energy club</b> (1 TA for an hour x 38 weeks)	£912	<ul style="list-style-type: none"> <li>• PP/SEN pupils were able to develop their gross motor/coordination skills and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to target support for PP/SEN pupils who need to develop gross motor skills/coordination, self-esteem etc.</li> </ul>
<b>Afterschool clubs/booster classes and educational visits</b>	£3270	<ul style="list-style-type: none"> <li>• A variety of visits and after-school clubs and booster classes (for Year 6 pupils) were provided and subsidised for DA pupils which ensured that 100% of DA pupils were able to attend. This allowed them to access wider opportunities as well as use these experiences within their academic tasks. This narrowed their social gaps with 'other' pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Target PP pupils for after-school clubs to ensure that there is an increase in PP pupils in all classes accessing after-school clubs.</li> <li>• Ensure that all PP pupils continue to attend booster classes in the Spring term.</li> </ul>

<b>Breakfast club</b>	£1230	<ul style="list-style-type: none"> <li>• FSM/PP pupils receive free breakfast club which increased engagement and focus in morning lessons.</li> <li>• Attitudes of pupils were positive which helped to create positive relationships between pupils and staff</li> <li>• Breakfast club staff recorded the number of sessions attended by FSM pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast club staff continue to record how many sessions PP pupils are attending each week and pass this on to class teachers.</li> </ul>
<b>Overall cost</b>	£114,320		

<b>3. Barriers to learning: 2018/19</b>		<b>Actions</b>
<b>A</b>	<b>Attainment and progress at the end KS2</b>	<ul style="list-style-type: none"> <li>• Provide one-to-one tuition for PP pupils where necessary.</li> <li>• Targeted intervention from TAs/in class focus will ensure that the attainment and progress of PP pupils is accelerated.</li> <li>• Effective AfL marking will inform future teaching/targeted support.</li> <li>• Quality-first teaching targets PP pupils to ensure they make more rapid progress.</li> <li>• Redhill Trust INSET: How to target questioning at DA pupils (January 2019)</li> <li>• Incorporate pre-teaching and post-teaching strategies into Year 6 classes</li> </ul>
<b>B</b>	<b>Attainment and progress in Y3-5</b>	<ul style="list-style-type: none"> <li>• Provide one-to-one tuition for PP pupils where necessary.</li> <li>• Targeted intervention TAs/in class support will ensure that the attainment of PP pupils is accelerated (particularly in Year 5).</li> <li>• Effective use of AfL marking will inform future teaching/targeted support.</li> <li>• Quality-first teaching targets PP pupils (particularly PP boys in Reading) to ensure they make more rapid progress.</li> <li>• Incorporate pre-teaching and post-teaching strategies into Year 3-5 classes</li> <li>• Use multimedia to support parents and DA pupils at home</li> </ul>
<b>C</b>	<b>Aspirations of PP pupils</b>	<ul style="list-style-type: none"> <li>• PP pupils will be provided with opportunities to engage in pastoral and enrichment opportunities such as: gallery visits, university trips, sporting events etc.</li> </ul>
<b>D</b>	<b>Attainment of HA/PP pupils</b>	<ul style="list-style-type: none"> <li>• Target HA/PP for additional challenge within lessons.</li> <li>• HA/PP pupils to receive mentors in Year 6 for coaching and support.</li> <li>• Provide one-to-one tuition where necessary.</li> <li>• Monitor the provision for HA/PP pupils through book scrutinies to ensure pupils are regularly being supported and challenged.</li> <li>• Redhill Trust INSET: How to raise aspirations and attainment for HA pupils (November 2018).</li> </ul>

<b>E</b>	<b>Emotional Wellbeing</b>	<ul style="list-style-type: none"> <li>• Ensure TA support in the morning is targeted to PP pupils requiring emotional support.</li> <li>• Monitor the number of PP pupils attending breakfast club.</li> <li>• Target PP pupils for attendance at after school clubs.</li> </ul>
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#### 4. Planned expenditure for academic year: 2018/19

	<i>Item/Project</i>	<i>Cost (approx.)</i>	<i>Link to barrier</i>	<i>Expected impact</i>	<i>Evidence/Rationale for this choice</i>
<b>1</b>	<b>One-to-one tuition</b>	£10,000	<b>A/B/D</b>	<p>The attainment gap between PP and non-PP pupils will be narrowed in all year groups and at the end of KS2. This will be measured by end of KS2 SATs 2019.</p> <p>Targeted Year 5 pupils receive 1:1 during Summer term in order to reduce the attainment gap.</p>	<p>The toolkit created by The Sutton Trust and the EEF (Education Endowment Foundation) has shown that one to one tuition “gives a pupil intensive individual support”</p> <p>According to “Shadow Schooling: Private tuition and social mobility in the UK” by Dr Philip Kirby (2016), privately educated pupils are twice as likely to receive private tuition as their state-educated peers. Therefore, tuition aids with social mobility and enables pupils from low-income families to narrow the ‘social’ gap and provide DA pupils with the opportunity to achieve as well as their privately educated peers.</p>
<b>2</b>	<b>TA intervention (in class working in small PP groups/assembly boosters)</b>	£8310	<b>A/B</b>	<p>The attainment gap between PP and non-PP pupils will be narrowed in all year groups and at the end of KS2. HA pupils make more rapid progress This will be measured by end of KS2 SATs 2019.</p> <p>Targeted Year 5 pupils receive Hi-5 intervention to reduce attainment gap in Reading.</p>	<p>The toolkit created by The Sutton Trust and the EEF (Education Endowment Foundation) shows that “teachers and TAs work together effectively, leading to increases in attainment”.</p> <p>Similarly, there is research which focuses on teaching assistants who provide one to one or small group support – “often support is based on a clearly specified approach which teaching assistants have been trained to deliver”. These groups show a stronger positive benefit of between three and five additional months on average.</p> <p>Similarly, studies show that “the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better” and also “greater feedback from the teacher and more sustained engagement in smaller groups” allows for more rapid progress to occur.</p>
<b>3</b>	<b>Teacher pre-teaching and post-teaching interventions</b>	£4056	<b>A/B/D</b>	<p>The attainment gap between PP and non-PP pupils will be narrowed in all year groups and at the end of KS2. HA pupils make more rapid progress This will be measured by end of KS2 SATs 2018.</p>	<p>The toolkit created by The Sutton Trust and the EEF (Education Endowment Foundation) programmes involving teaching assistants or volunteers have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average.</p> <p>The toolkit created by The Sutton Trust and the EEF (Education Endowment Foundation) shows that “teachers and TAs work together effectively, leading to increases in attainment”.</p>

4	<b>Pupil Premium Lead (L&amp;M time)</b>	£1976	<b>A/B/C/D/E</b>	Progress and attainment of PP pupils is regularly monitored and provision evaluated. Attainment gap across the school continues to narrow. This will be measured by end of KS2 SATs 2019.	According to "Supporting the attainment of disadvantaged pupils: Briefing for School Leaders" by the DfE (2015) "More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs".  In order to do this, there needs to be a Pupil Premium Leader, monitoring provision and directing it appropriately to ensure the attainment gap narrows.
5	<b>One to one TA support</b>	£80,605	<b>A/E</b>	Emotional wellbeing of targeted Year 4 pupils continues to improve which increases engagement in lessons. Progress of pupils improves from previous academic year.	The toolkit created by The Sutton Trust and the EEF (Education Endowment Foundation) suggests that "behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours". Also the reason for one to one TA support is based in the evidence that behavioural interventions are more effective in smaller sizes because when sizes are "matched to specific students with particular needs or behavioural issues" it has the most impact.  Similarly, SEL (Social and Emotional Learning) interventions "almost always improve emotional or attitudinal outcomes".
6	<b>Pastoral interventions &amp; Attendance</b> (Mentoring, breakfast club/afterschool clubs/educational visits/personalised attendance incentives & Snowdome visit)	£7308	<b>C/E</b>	Aspirations are raised for HA/PP pupils through access to targeted educational visits. PP pupils are more focussed and positive during morning lessons through engagement in breakfast club.	The toolkit created by The Sutton Trust and the EEF (Education Endowment Foundation) suggests that "SEL (Social and Emotional Learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)"
<b>Total</b>		£112,255			

To be reviewed: September 2019