

# Pupil premium strategy statement

## School overview

Metric	Data
School name	The Carlton Junior Academy
Pupils in school (as at Oct 2020 Census)	206
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year (financial years)	£108, 240 (01/04/19 – 31/03/2020) £107,600 (01/04/20 – 31/03/21)
Academic year or years covered by statement	2019-21
Publish date	December 2020
Review date	October 2021
Statement authorised by	Sharon Wood
Pupil premium lead	Cassie de Gilbert
Governor lead	Heather Hallam

## Disadvantaged pupil progress scores for last academic year: 2019

Measure	Score
Reading	+6.2
Writing	+2.8
Maths	+1.9

## Disadvantaged pupil performance overview for last academic year

*Teacher assessment at the end of 2020 (R/W/M combined)*

Measure	Score
Meeting expected standard at end of KS2	70%
Achieving high standard at end of KS2	4%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Provide support through one-to-one tuition, targeted marking and in-class targeted support to accelerate learning and minimise the impact on the attainment gap caused by COVID-19 school closure.

	1 x Teaching Assistant has 1 day dedicated time to support Phonics and Reading progress across the school.
Priority 2	Ensure all relevant staff (including new staff) have received funded training from the English Hub and purchase 'Collins: Big Cat Phonics' books to deliver the phonics scheme effectively.
Barriers to learning these priorities address	<p>The attainment gap between PP and non-PP pupils will be narrowed in all year groups and at the end of KS2 2021.</p> <p>Year 3 pupils make rapid progress in Reading in light of the attainment gaps created by COVID-19 school closure.</p>
Projected spending	£95,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Oct 21
Progress in Writing	Narrow the 'in-school' attainment gap at the Expected Standard and Greater Depth in KS2 Writing	Oct 21
Progress in Mathematics	Increase average point score in Maths	Oct 21
Phonics	A higher percentage of Year 3 pupils achieve ARE in Reading	Jan 21
Other	Improve emotional wellbeing and attendance of PP pupils in light of COVID-19 school closure.	Oct 21

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Implement pre-teaching and post-teaching interventions for Reading and Maths
Priority 2	Research and embed a structured programme of support for Year 3 pupils to close the attainment gap in Phonics.
Barriers to learning these priorities address	Year 3 pupils make rapid progress with phonetical understanding to consolidate Phase 5 & 6. This will be measured by Reading attainment data at end of 2021. 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 2021.
Projected spending	£6000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Engagement in school 'Breakfast Club' and other wider curriculum opportunities

Priority 2	Personalised attendance incentives through the use of in-school rewards and Redhill Academy Trust Attendance Officer
Barriers to learning these priorities address	PP pupils are more focussed and positive and there is an improvement in attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£7300

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the teaching of Phonics is prioritised in Year 3 classes.	Phonics timetabled to be taught daily – to be supported and monitored by senior leaders.
Targeted support	Ensuring Year 3 pupils are screened to ascertain phonics phase in order to target support appropriately.	Reading Leader to screen all Year 3 pupils in Autumn term 2020 and feedback to appropriate staff.
Wider strategies	Engaging families facing challenges with maintaining appropriate levels of attendance	Working closely with Redhill Academy Trust Attendance officer (Marice Eyre). JIGSAW unit of PSHRE used to address fears and worries about return following COVID-19 closure.

## Review: last year's aims and outcomes

Aim	Outcome

In light of school closure due to COVID-19 in March 2020, a review of aims and outcomes is not possible. Many targets have been rolled forward into the new academic year (2020-21). Therefore, aims and outcomes will be monitored and reported cumulatively at the end of the academic year 2020-2021.

### The DfE have given the following guidance:

*“The DfE understands that due to coronavirus and school closures, it won't be possible for you to evaluate the impact of your pupil premium for all of the 2019/20 academic year.*

*Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that if you want, you can include any changes you made to your pupil premium spending due to coronavirus.)”*