

The Carlton Junior Academy: Pupil Premium Strategy 2019-20

1. Summary Information			
Academic Year	2019/20	Total PP budget (Financial Year):	£108,240
		2018/19 Academic Year Summer Term only (1/4):	£27,060
		2019/20 Academic Year Autumn & Spring (3/4):	£81,180
Total number of pupils	227	Number of pupils eligible for PP	82 (36%)

2. Review of expenditure			
Previous academic year: 2018/19		Allocation: £108,240	
<i>Item/Project</i>	<i>Cost</i>	<i>Impact</i>	<i>Lessons learned</i>
Teacher pre-teaching and post-teaching interventions	£4200	Teacher pre-teaching and post-teaching as well as TA interventions contributed to the increased attainment of the DA pupils and the narrowing of attainment gaps in Year 3 and Year 6 at EXS.	Where possible – targeted support should be provided for Year 4 and Year 5 cohorts (2019/20)
TA intervention <i>(in class working in small PP groups/ boosters)</i>	£9000		
Literacy Volunteer	£495	<p><u>Year 3</u></p> <p>From KS1 gaps in Maths and Reading at EXS have narrowed.</p> <p><u>Maths</u> The gap at EXS is 31% in favour of 'others'. This gap has <u>decreased</u> by 1% from KS1.</p> <p><u>Reading</u> The gap at EXS is 16% and has <u>decreased</u> by 3% from KS1.</p>	<p><u>Year 3</u></p> <p><i>The data below shows:</i> More targeted intervention required for Year 3 (Year 4 in academic year 2019/20) for pupils at the Higher Standard in Maths and Reading and the Expected Standard in Writing.</p> <p><u>Maths</u> The gap at the Expected Standard is 31% in favour of 'others'.</p>

		<p><u>Writing</u> The gap at HS is 1% in favour of 'others'. This gap has <u>decreased</u> by 4% from KS1.</p>	<p>The gap at the Higher Standard is 13% in favour of 'others'.</p> <p><u>Reading</u> The gap at the Higher Standard is 19% in favour of 'others'. The gap has increased by 16% from KS1.</p> <p><u>Writing</u> The gap at the Expected Standard is 20% in favour of 'others'. The gap has increased by 5% from KS1.</p>
		<p><u>Year 4</u></p> <p><u>Maths</u> The gap at EXS is 12% in favour of 'others'. This gap has <u>decreased</u> by 21% from KS1.</p>	<p><u>Year 4</u> The data below shows that: More targeted provision is required for Year 4 (Year 5 in academic year 2019/20) for pupils working at the EXS in Reading and the Higher Standard in all subjects.</p> <p><u>Writing</u> The gap at EXS is 6% in favour of 'others'. The gap has increased by 5% at KS1. The gap at the Higher Standard is 19% in favour of 'others'. The gap has reversed and increased from 15% in favour of DA at KS1</p> <p><u>Maths</u> The gap at the Higher Standard is 22% in favour of 'others'. The gap has increased by 5% from KS1.</p> <p><u>Reading</u> The gap at EXS is 12% in favour of 'others'. The gap has increased by 3% from KS1. The gap at the Higher Standard is 31%. The gap has increased by 15% from KS1.</p>

Year 5

Writing

The gap at EXS is 22% in favour of 'others'. This gap has remained the same since at KS1.
The gap at the Higher Standard is 19% in favour of 'others'. This gap has reduced by 1% from KS1.

Year 5

Maths

The gap at EXS is 20% in favour of 'others'. The gap has increased by 17% from KS1.
The gap at the Higher Standard is 11%. The gap has increased by 9% from KS1.

Reading

The gap at EXS is 27% in favour of 'others'. The gap has increased by 12% from KS1.
The gap at the Higher Standard is 37%. The gap has increased by 10% from KS1.

Year 6

Disadvantaged pupils (FSM6) achieving EXS in RWM has been above NA for the last 4 years. 2019 has been the highest score for the last 4 years with 84% pupils achieving EXS.

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

Reading

EXS attainment

All pupils = 88% ***In school***
NA (all pupils) = 73% ***National***
Disadvantaged = 92% ***In school***
Non-Disadvantaged = 81% ***In school***

Year 6

This cohort has now left school and is in Year 7.
In all subject areas, there is no 'in school' gap at EXS or the Higher Standard.

Reading

There are no areas of development for DA at the EXS

DA pupils *in school* achieving EXS was 19% above the National Average for all pupils.

The *in school* gap at EXS closed and reversed and is now +11.2% in favour of DA.

The gap at KS1 was +11.3%. This gap has remained the same.

*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 **+6.20** whereas National DA was **-0.50** and National 'Others' achieved **+0.27**.*

Higher Standard attainment

NA (all pupils) = 25% **National**
Disadvantaged = 60% **In school**
Non-Disadvantaged = 42% **In school**

DA pupils *in school* achieving the Higher Standard was 18% above the NA Higher Standard for non-disadvantaged pupils.

*ASP data shows that, in Reading, the 9 High Prior Attainers made **+2.20** progress compared to NA High Prior Attainers who made **+0.25** progress.*

*Also, ASP data shows that, **64%** School DA achieving Higher Standard in Maths compared with **17%** of National DA pupils and **31%** of National 'Others'.*

Maths
EXS attainment

Higher Standard attainment

There are no areas of development for DA at the HS

Maths
There are no areas of development for DA at the EXS

NA (all pupils) = 79% **National**
Disadvantaged = 92% **In school**
Non-Disadvantaged = 81% **In school**

DA pupils in school achieving the EXS 13% above the NA EXS for all pupils

DA pupils in school achieving EXS was 11% above non-DA pupils in school.

The in school gap at EXS closed and reversed and is now +11.2% in favour of DA

The gap at KS1 was +15.2%. This gap has diminished by 3%.

*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 **+1.85** whereas National DA was **-0.71** and National 'Others' achieved **+0.37**.*

Higher Standard attainment

NA (all pupils) = 31% **National**
Disadvantaged = 32% **In school**
Non-Disadvantaged = 31% **In school**

DA pupils in school achieving the Higher Standard was in line the NA for all pupils. They were also in line with non-DA pupils in school.

*ASP data shows that, in Maths, the 9 High Prior Attainers made **+0.28** progress compared to NA High Prior Attainers who made **+0.23** progress.*

*Also, ASP data shows that, **32%** School DA achieving Higher Standard in Maths compared*

Higher Standard attainment
There are no areas of development for DA at HS.

with **16%** of National DA pupils and **24%** of National 'Others'.

Writing
EXS attainment

NA (all pupils) = 78% **National**
Disadvantaged = 96 % **In school**
Non-Disadvantaged = 100% **In school**

DA pupils in school achieving EXS was 18% above NA for all pupils.

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 +2.77 whereas National DA was -0.50 and National 'Others' achieved +0.27.

Greater Depth attainment

NA (all pupils) = 18% **National (2018)**
Disadvantaged = 28% **In school**

DA pupils in school achieving the Higher Standard was 10% above the NA Higher Standard for all pupils in 2018.

2019 NA has yet to be released (20/12/19)

*ASP data shows that, in Writing, the 9 High Prior Attainers made **+0.73** progress compared to NA High Prior Attainers who made **+0.18** progress.*

*Also, ASP data shows that, **28%** School DA achieving Greater Depth in Writing compared with **11%** of National DA pupils and **31%** of National 'Others'.*

Writing
EXS attainment

Disadvantaged = 96% **In school**
Non-Disadvantaged = 100% **In school**

Fewer DA pupils are achieving EXS than their non-DA peers in school. There is an in school gap 4 % in favour of others. The gap at KS1 was +15%. This gap has reversed.

Greater Depth attainment

Disadvantaged = 28% **In school**
Non-Disadvantaged = 31% **In school**

DA pupils in school achieving the Higher Standard was 3% below the Non-Disadvantaged in school achieving the Greater Depth

		<p><u>GPS</u> EXS attainment</p> <p>NA (all pupils) = 78% National Disadvantaged = 92% In school Non-Disadvantaged= 90% In school</p> <p>DA pupils <u>in school</u> achieving EXS was 2% above the Non-DA pupils <u>in school</u>.</p> <p>DA pupils <u>in school</u> achieving the EXS 14% above the NA EXS for all pupils.</p> <p><i>ASP data shows that, in EGPS, school attainment exceeded National DA pupils and National 'Others'. 92% of <u>in school</u> DA pupils achieved the Expected Standard unlike 82% of <u>National DA</u> and 83% <u>National 'Others'</u>.</i></p> <p>Higher Standard attainment</p> <p>NA (all pupils) = 31% National Disadvantaged = 44% In school Non-Disadvantaged= 38.5% In school</p> <p><i>ASP data shows that, in EGPS, the attainment at the Higher Standard, exceeded National DA pupils and National 'Others'. 44% of <u>in school</u> DA pupils achieved the Higher Standard unlike 41% of <u>National DA</u> and 41% of <u>National 'Others'</u>.</i></p>	<p><u>GPS</u> There are no areas of development for DA at EXS.</p> <p>Higher Standard attainment There are no areas of development for DA at the HS.</p>
<p>One to one tuition by tutors/teachers <i>31 cycles (of 10 sessions)</i></p>	<p>£10,230</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</p>	<p>One to one tuition needs to be targeted at specific DA pupils in Year 3 and 4 (next years' Year 4 and 5) to narrow the gap in all subject areas.</p> <p>Where possible, one to one tuition should be targeted more regularly to Year 3 and Year 4 pupils who rarely have this provision.</p>

		<p>and a proportion making 'very good' progress at the end of KS2:</p> <ul style="list-style-type: none"> • In Reading: 7/7 = 100% of 2a (KS1) DA pupils achieved a standardised score of 100+. 6/7 = 86% 2a (KS1) DA pupils achieved a standardised score of 110+. • In Maths: 5/5 = 100% 2a (KS1) DA pupils achieved a standardised score of 100+. 1/5 = 20% 2a (KS1) DA pupils achieved a standardised score of 110+ • In Writing: 6/6 = 100% 2a (KS1) DA pupils achieved at least the expected standard. 2/6 = 33% of 2a (KS1) DA pupils achieved Greater Depth. 	
Pupil Premium Lead (L&M time)	£1976	<p>Pupil Premium Lead has ensured that gaps have narrowed in Year 3 and Year 6. This can be seen in the 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>	Pupil Premium Lead to ensure that intervention is prioritised and targeted towards Year 3 and Year 4 (Year 4 and 5 in academic year 2019/20). This is to ensure the gap narrows in these year groups.
One to one TA support for 3 pupils	£80,605	<ul style="list-style-type: none"> • Provision has enabled pupils with SEND to access the curriculum and remain in school. • 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. 	<ul style="list-style-type: none"> • Continue using provision to ensure that 3 pupils are able to access the curriculum.
AfA structured conversations (24 x £36)	£864	<ul style="list-style-type: none"> • PP/SEN have been given targeted support both academically and pastorally. • Stronger relationships have been formed with parents. 	<ul style="list-style-type: none"> • Ensure that all AfA structured conversations occur each term to allow for all PP/SEN pupils to achieve their individualised targets.

Energy club (1 TA for an hour x 38 weeks)	£912	<ul style="list-style-type: none"> • PP/SEN pupils were able to develop their gross motor/coordination skills and self-esteem. 	<ul style="list-style-type: none"> • Continue to target support for PP/SEN pupils who need to develop gross motor skills/coordination, self-esteem etc.
After-school clubs/booster classes and educational visits	£2000	<ul style="list-style-type: none"> • A variety of visits and after-school clubs (all year groups) and Year 6 booster classes were provided and subsidised for DA pupils which ensured that 100% of DA pupils were able to attend if they so wished. 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. 	<ul style="list-style-type: none"> • Target PP pupils for after-school clubs to ensure that there is an increase in PP pupils in all classes accessing after-school clubs. • Ensure that all PP pupils continue to attend booster classes in the Spring term.
Breakfast club	£1500	<ul style="list-style-type: none"> • FSM/PP pupils receive free breakfast club which increased engagement and focus in morning lessons. • Attitudes of pupils were positive which helped to create positive relationships between pupils and staff. • Breakfast club staff recorded the number of sessions attended by FSM pupils. 	<ul style="list-style-type: none"> • Breakfast club staff continue to record how many sessions PP pupils are attending each week and pass this on to class teachers.
Overall cost	£111,782		

3. Barriers to learning: 2019/20		Actions
A	Attainment and progress at the end KS2	<ul style="list-style-type: none"> • Provide one-to-one tuition for PP pupils where necessary. • Targeted intervention from TAs/in class focus will ensure that the attainment and progress of PP pupils is accelerated. • Effective AfL marking will inform future teaching/targeted support. • Quality-first teaching targets PP pupils to ensure they make more rapid progress. • Redhill Trust INSET: Curriculum Development. • Incorporate pre-teaching and post-teaching strategies into Year 6 classes.
B	Attainment and progress in Y3-5	<ul style="list-style-type: none"> • Provide one-to-one tuition for PP pupils where necessary. • Targeted intervention TAs/in class support will ensure that the attainment of PP pupils is accelerated (particularly in Year 5). • Effective use of AfL marking will inform future teaching/targeted support. • Quality-first teaching targets PP pupils (particularly PP boys in Reading) to ensure they make more rapid progress. • Redhill Trust INSET: Curriculum Development. • Incorporate pre-teaching and post-teaching strategies into Year 3-5 classes.

C	Aspirations of PP pupils	<ul style="list-style-type: none"> PP pupils will be provided with opportunities to engage in pastoral and enrichment opportunities such as: gallery visits, university trips, sporting events etc.
D	Attainment of HA/PP pupils	<ul style="list-style-type: none"> Target HA/PP for additional challenge within lessons. HA/PP pupils to receive mentors in Year 6 for coaching and support. Provide one-to-one tuition where necessary. Monitor the provision for HA/PP pupils through book scrutinies to ensure pupils are regularly being supported and challenged.
E	Emotional Wellbeing	<ul style="list-style-type: none"> Ensure TA support in the morning is targeted to PP pupils requiring emotional support.

4. Planned expenditure for academic year: 2019/20

	<i>Item/Project</i>	<i>Cost (approx.)</i>	<i>Link to barrier</i>	<i>Expected impact</i>	<i>Evidence/Rationale for this choice</i>
1	One-to-one tuition	£14,000	A/B/D	<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 2020.</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) have shown that one to one tuition gives "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>
2	TA intervention (in class working in small PP groups/assembly boosters)	£15,000	A/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 2020.</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, lead 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>

3	Teacher pre-teaching and post-teaching interventions	£5000	A/B/D	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 2020.	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. The toolkit created by The Sutton Trust and the EEF (Education Endowment Foundation) shows that "teachers and TAs work together effectively, lead to increases in attainment".
4	Pupil Premium Lead (L&M time)	£2000	A/B/C/D/E	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 2020.	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	One to one TA support	£65,000	A/E	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	Pastoral interventions & Attendance (Mentoring, breakfast club/afterschool clubs/educational visits/personalised attendance incentives & snowdome visit)	£7300	C/E	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)"

	Total	£108,300			
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To be reviewed: December 2020