

The Carlton Junior Academy: Pupil Premium Strategy 2017-18

1. Summary Information			
Academic Year	2017/18	Total PP budget (Financial Year):	£112,200
		2017/18 Academic Year Summer Term only (5/12):	£46,750
		2017/18 Academic Year Autumn & Spring (7/12):	£65,450
Total number of pupils	204	Number of pupils eligible for PP	76 (37%)

2. Review of expenditure			
Previous academic year: 2016/17		Allocation: £114,840 (minus £2640 claw back: £112,200)	
<i>Item/Project</i>	<i>Cost</i>	<i>Impact</i>	<i>Lessons learned</i>
Pupil Premium Intervention Teacher (50% of £36,746)	£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 4 and 6. The gaps in Year 5 have narrowed or remained small.	Timetable for DA intervention teacher was effective in ensuring equality of provision for Year 4 and 5 pupils. It allowed time to be assigned to each class so that interventions could be implemented effectively.
TA intervention (in class working in small PP groups/boosters)	£3120	<u>Year 3</u> <u>Maths</u> The gap at EXS is 4% in favour of 'others'. This gap has increased from 3% at KS1. Maths is the only subject at the expected standard where gaps remain small.	<u>Year 3</u> As a result of the data below: More targeted intervention required for Year 3 (Year 4 in academic year 2017/18) particularly for Writing and Reading at the Expected Standard. Targeted provision is also required for pupils working at the Higher Standard in all subjects.
Bespoke interventions (AS) x1 day a week	£3276		
Literacy Volunteer	£495		<u>KS1</u> <u>Reading</u> The gap at EXS is 24% in favour of 'others'. This gap has increased from 12% at KS1.

			<p>The gap at the Higher Standard is 35% in favour of 'others'. The gap has increased from 27% at KS1.</p> <p><u>Writing</u> The gap at EXS is 31% in favour of 'others'. This gap has increased from 22%. The gap at the Higher Standard is 27% in favour of 'others'. The gap has increased from 20% at KS1.</p> <p><u>Maths</u> The gap at the Higher Standard is 34% in favour of 'others'. The gap has increased from 2% at KS1.</p>
		<p><u>Year 4</u></p> <p><i>From KS1 gaps in all subjects at EXS have narrowed.</i></p> <p><u>Reading</u> The gap at EXS is 5% in favour of DA. This positive gap has increased from 2% in favour of DA from KS1. The gap at the Higher Standard is 9% in favour of DA. The gap has remained the same from KS1.</p> <p><u>Writing</u> The gap at EXS is 15% in favour of DA. This positive gap has increased from 14% in favour of DA from KS1.</p> <p><u>Maths</u> The gap at EXS is 9% in favour of DA. This positive gap has increased from 7% in favour of DA from KS1.</p>	<p><u>Year 4</u></p> <p><i>As a result of the data below:</i> More targeted provision is required for Year 4 (Year 5 in academic year 2017/18) for pupils working at the Higher Standard in Writing and Maths.</p> <p><u>Writing</u> The gap at the Higher Standard is 17% in favour of 'others'. The gap has increased from 4% at KS1.</p> <p><u>Maths</u> The gap at the Higher Standard is 4% in favour of 'others'. The gap has increased from 3% in favour of DA'.</p>

Year 5

From KS1 gaps in all subjects at EXS have narrowed or remained small and in Reading gaps have narrowed at the Higher Standard.

Reading

The gap at EXS is 2% in favour of 'others'. This gap has increased slightly from 4% at KS1 in favour of DA. It does, however, remain a small gap.

The gap at the Higher Standard is 13% in favour of 'others'. The gap has reduced to 5% in favour of 'others'.

Writing

The gap at EXS is 7% in favour of DA. This gap has closed and reversed from 13% at KS1 in favour of 'others'.

The gap at the Higher Standard is 5% in favour of 'others'. The gap remains the same from KS1.

Maths

The gap at EXS is 8% in favour of 'others'. This gap has narrowed from 14% at KS1 in favour of 'others'.

The gap at the Higher Standard is 13% in favour of 'others'. The gap has widened from 12% at KS1 in favour of 'others' but it is marginal.

Year 6

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

Reading

Year 6

This cohort has now left school and is in Year 7.

Reading

ASP data shows that the gap at the expected standard has closed.
Reading = Disadvantaged = 88% Nat 77%
All = 88% Nat 71% In school gap = 0%
This is 2.9 pupils above National Other Average.

ASP data shows that, in Reading, school did better than NA for average scaled score. School achieved an average score of 105.5 and NA was 105.4.

ASP data shows that, in Reading, school progress score was +4.16. NA was +0.33. Therefore, school achieved a score significantly higher than NA.

ASP data shows that low and middle prior attainment groups were well above the NA for progress and the confidence intervals lie above 0 indicating we are significantly above NA.

Maths

ASP data shows that the gap at the expected standard has closed.
Disadvantaged = 85% Nat 80% All = 88%
ASP data shows school was 1.3 pupils above National Other Average.
Nat 75% In school gap = 0%
At above ARE Disadvantaged = 27% Nat 27%
ASP data shows this is in line for the high score.
All = 31% Nat 23% In school gap = -3%.
This gap has reduced from KS1.

ASP data shows that, in Maths, school has matched NA for average scaled score. Both school and NA score was 105.3.

ASP data shows that progress for DA children at the higher standard (-1.77) is below the national average (0.28). This is a difference of -2.05.

Those DA children achieving above ARE Disadvantaged = 15% Nat 29%
ASP data shows that, for the higher standard, -3.6 pupils below for the high score.
All = 21% Nat 25% In school gap = -4%

Writing

ASP data shows that progress for DA children at the higher standard (0.05) is below the national average (0.13). This is a difference of -0.07.

ASP data shows that school was -2.3 pupils below for GDS.

Those DA children achieving above ARE Disadvantaged = 12% Nat 21% All = 23% Nat 18% In school gap = -11% However, there were 0 DA pupils at the Higher Standard at KS1 and at the end of KS2 there were 3 DA pupils at the Higher Standard.

GPS

ASP data shows that -3.4 pupils were below for the high score (23% vs 36%).

The average scaled score was below the National Other Average (105.9 vs 107).

The average spelling mark was -2 words below than National Other Average (10 words vs 12 words).

Combined

ASP data shows that, in Maths, school progress score was +3.59. NA was +0.28. Therefore, school achieved a score significantly higher than NA.

ASP data shows that low, middle and high prior attainment groups were above the NA for progress. The confidence intervals lie above 0, indicating we are significantly above NA, for the middle attainers.

Writing

ASP data shows that the gap at the expected standard has closed.

Disadvantaged = 88% Nat 81%

ASP data shows that DA pupils were 1.8 pupils above the National Other Average for expected.

All = 92% Nat 76% In school gap = 0%

ASP data shows that, in Writing, school progress score was +3.44. NA was +0.17. Therefore, school achieved a score significantly higher than NA.

ASP data shows that low and middle prior attainment groups were above the NA for progress. The confidence intervals lie above 0, indicating we are significantly above NA, for the middle attainers.

Combined (Reading, Writing and Maths):

ASP data shows that: for Reading, Writing and Maths combined, the percentage of DA pupils achieving the Expected Standard in school is 77%. This is better than NA which was 67%. This is 2.6 pupils above the National Other Average.

ASP data shows that, for the Higher Standard, school was -0.8 pupils below the National Other Average (8% vs 11%).

		<p>ASP data shows that: for Reading, Writing and Maths combined, the percentage of DA pupils achieving the Higher Standard in school is 8%. Whereas NA was 11%.</p> <p><u>GPS</u></p> <p>DA pupils were 1.6 pupils above the National Other Average for expected (88% vs 82%).</p>	
<p>One to one tuition by tutors/teachers (<i>approx. 62 sessions</i>)</p>	£19,716	<p>One to one tuition contributed to a narrowing of the gaps in all subjects for Year 4 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"> • In Reading: 5/5 = 100% of 2a (KS1) DA pupils achieved a standardised score of 100+. 1/5 = 20% 2a (KS1) DA pupils achieved a standardised score of 110+. • In Maths: 6/6 = 100% 2a (KS1) DA pupils achieved a standardised score of 100+. 4/6 = 66% of 2a (KS1) DA pupils achieved a standardised score of 110+. • In Writing: 5/5 2a (KS1) DA pupils achieved the expected standard. 2/5 = 40% of 2a (KS1) DA pupils achieved greater depth. 	<p>One to one tuition needs to be targeted at specific DA pupils in Year 4 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. However, PP intervention teacher is focused in these year groups.</p>
<p>Pupil Premium Lead (TLR + L&M time)</p>	£4242.50	<p>Pupil Premium Lead has ensured that gaps in Year 5 have narrowed or remained small (as prioritised last year). Gaps have also narrowed in Year 4 and Year 6. This can be seen in the data above.</p>	<p>Pupil Premium Lead to ensure that intervention is prioritised and targeted towards Year 3 (Year 4 in academic year 2017/18) DA pupils to ensure the gap narrows in this year group.</p>

		<p>Pupil Premium Lead has ensured that gaps narrowed or closed in Years 4, 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>	
<p>One to one TA support for 4 pupils (BM, LG, EC, BH)</p>	<p>£17,981 £15,334 £24,000</p>	<ul style="list-style-type: none"> • Provision has enabled pupils with specific academic or behavioural needs to access the curriculum and remain in school. • Pastoral/wellbeing support within this has allowed children to feel happier and 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"> • These pupils have now left school and are in Year 7. This teaching assistant support could now be targeted at pupils in Year 3 and Year 4 who require one to one provision to access the curriculum.
<p>AfA structured conversations (24 x £36)</p>	<p>£864</p>	<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.
<p>Energy club (1 TA for an hour x 38 weeks)</p>	<p>£912</p>	<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.
<p>Afterschool clubs/booster classes and educational visits</p>	<p>£2827</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Target PP pupils for afterschool 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.
<p>Breakfast club</p>	<p>£1244</p>	<ul style="list-style-type: none"> • FSM/PP pupils receive free breakfast club which increased engagement and focus in morning lessons. 	<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 teacher.

		<ul style="list-style-type: none"> 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. 	
Overall cost	£112,384.50		

3. Barriers to learning: 2016/17		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 PP intervention teacher/TAs/in class support 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.
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 from PP intervention teacher/TAs/in class support will ensure that the attainment of PP pupils is accelerated (particularly in Year 4). Effective of AfL marking will inform future teaching/targeted support. Quality-first teaching targets PP pupils to ensure they make more rapid progress.
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. 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. Monitor the number of PP pupils attending breakfast club. Target PP pupils for attendance at after school clubs.
F	Attendance	<ul style="list-style-type: none"> Personalised incentives for PP children with attendance below 92%. Ski reward scheme for all pupils achieving over 97% attendance. Daily monitoring chart in every class.

4. Planned expenditure for academic year: 2017/18

	<i>Item/Project</i>	<i>Cost</i> (approx.)	<i>Link to barrier</i>	<i>Expected impact</i>	<i>Evidence/Rationale for this choice</i>
1	Pupil Premium Intervention Teacher <u>(50% of annual salary incl. NI, SUP and Pay)</u>	£18,373	A/B	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 2018.	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. 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.
2	TA intervention (in class working in small PP groups/assembly boosters)	£4200	A/B	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.	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”. 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.
3	One-to-one tuition	£26,000	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 2018.	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” 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.
4	Pupil Premium Lead (L&M time)	£1976	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 2018.	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

					<p>individual support for pupils that have very specific learning needs, and group support for pupils with similar needs".</p> <p>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.</p>
5	One to one TA support (HO, LP-K, JQ)	£57,000	A/E	<p>Emotional wellbeing of targeted Year 3 and Year 4 pupils continues to improve which increases engagement in lessons. Progress of pupils improves from previous academic year.</p>	<p>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.</p> <p>Similarly, SEL (Social and Emotional Learning) interventions "almost always improve emotional or attitudinal outcomes".</p>
6	Pastoral interventions & Attendance (breakfast club/afterschool clubs/educational visits/personalised attendance incentives & snowdome visit)	£4500	C/E/F	<p>Aspirations are raised for HA/PP pupils through access to targeted educational visits. PP pupils are able more focussed and positive during morning lessons through engagement in breakfast club.</p>	<p>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)"</p>
Total		£112,049			

To be reviewed: September 2019