

## 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	The Carlton Junior Academy
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sharon Wood
Pupil premium lead	Sue Charlesworth
Governor / Trustee lead	Heather Hallam

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,600 (Apr 21 – Mar 22)
Recovery premium funding allocation this academic year	£13,340
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	£120,940

## Part A: Pupil premium strategy plan

### Statement of intent

At The Carlton Junior Academy, equality is a priority. Therefore, we aim to ensure that our teaching and learning meets the needs of all pupils and enables them to reach their full potential. We are also dedicated to ensuring that children who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding. This specifically includes children who are socially disadvantaged – something which Pupil Premium funding can help to address. We are also aware however, that not all children who are eligible for FSM are socially disadvantaged and so funding for these children can be used to address other needs such as academic progress. It is therefore the aim of this strategy, to ensure that children who are entitled to Pupil Premium funding receive the support they are entitled to, so that they are able to make the same achievements and have the same experiences as their peers.

### Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that Maths, Reading and Writing attainment among disadvantaged pupils, has been impacted by Covid-19 restrictions and has again fallen significantly below that of non-disadvantaged pupils.
2	Internal assessments indicate that attainment of pupils achieving Greater Depth at the end of KS2 in Reading, Writing and Maths is below that of non-disadvantaged pupils.
3	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
4	Disadvantaged pupils have limited experience of the world and bring a lower level of prior learning to lessons.
5	Observations and discussions with families indicate that mental health and well-being of many of our disadvantaged pupils have been impacted by school closures to a greater extent than non-disadvantaged pupils.

## 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
The gap attainment between disadvantaged and non-disadvantaged pupils narrows in Reading, Writing and Maths.	KS2 Reading, Writing and Maths outcomes in 2024/25 show more disadvantaged pupils meet the expected standard and in-line with non-disadvantaged pupils.
The proportion of disadvantaged pupils attaining Greater Depth in Reading, Writing and Maths increases at the end of KS2.	KS2 Reading, Writing and Maths outcomes in 2024/25 show more disadvantaged pupils meeting Greater Depth.
Attendance for disadvantaged pupils improves.	High attendance of disadvantaged pupils sustained. Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed.
Pupils' experiences and aspirations are widened through taking part in a variety of extra-curricular activities and visits.	A higher proportion of non-disadvantaged pupils attend extra-curricular clubs. Evidence of further opportunities/out of school experiences planned for.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing from 2024/25 demonstrated by pupil voice, student and parent surveys and teacher observations.

## 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: £4,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD through Derby Research School (part of the Research School Network) to improve children's memory and recall skills.	EEF - <b>Metacognition and self-regulation</b> +7 months	1, 2
NPQSL, NPQH qualifications for relevant staff.	Investing in staff development and them gaining additional qualifications assists with retention of key colleagues - 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending' (EEF Guide to the Pupil Premium – Autumn 2021).	1, 2
EME Maths Hub to deliver training and support, led by the National Centre for Excellence in the teaching of Mathematics, to further embed the mastery approach and support teaching throughout school.	EEF – <b>Mastery learning</b> - High impact for very low cost +5 months	1, 2
Further embed high-quality Phonics programme through working with the English Hub.	EEF – <b>Phonics</b> – High impact for very low cost +5 months	1, 2

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

Budgeted cost: £47,126.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring in Maths for identified Year 6 pupils.	EEF – <b>Small group tuition</b> – moderate impact for low cost +4 months	1, 2
Identified pupils in Years 3-6 to receive 1:1 or small group catch up tuition using the National Tutoring Programme. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	EEF – <b>One to one tuition</b> – High impact for moderate cost +5months EEF – <b>Small group tuition</b> – moderate impact for low cost +4 months	1, 2
Targeted in-class support through the use of pre and post-teaching sessions in Reading and Maths led by teachers and teaching assistants.	EEF – <b>Teaching assistant interventions</b> – moderate impact for moderate cost +4 months	1, 2
Structured conversations with parents to support PP pupils with SEND.	EEF – <b>Parental engagement</b> – moderate impact for very low cost +4 months impact.	1, 2, 3, 4, 5
New whole school approach to homework.	EEF – <b>Homework</b> – High impact for very low cost +5 months impact EEF – <b>Parental engagement</b> – moderate impact for very low cost +4 months impact.	1, 2
New staff trained to deliver Switch-on Reading intervention	EEF Toolkit – <b>Reading comprehension strategies</b> - Very high impact for very low cost + 6 months impact	1

to target the lowest 20% of readers.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £76,044.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities offered in wider curriculum opportunities, including after school clubs and visits.	EEF – <b>Arts participation</b> – moderate impact for very low cost +3 months EEF – <b>Physical activity</b> - +1 month EEF – <b>Extending the school day</b> – moderate impact for moderate cost +3 months	4
Improve emotional well-being of disadvantaged pupils through the use of yoga and mindfulness sessions and 'My Personal Best' approach to P.E.	EEF – <b>Social and emotional learning</b> – moderate impact for very low cost +4 months EEF – <b>Physical activity</b> - +1 month	5
Emotional support for PP/SEND pupils.	EEF – <b>Social and emotional learning</b> – moderate impact for very low cost +4 months EEF – <b>Behaviour interventions</b> – moderate impact for low cost +4 months EEF – <b>Teaching assistant interventions</b> – moderate impact for moderate cost +4 months	3
Re-launch attendance incentives through the use of in-school rewards and Redhill Academy Trust Attendance Officer and Family Worker.	EEF – <b>Behaviour interventions</b> – moderate impact for low cost +4 months EEF – <b>Parental engagement</b> – moderate impact for very low cost +4 months impact.	3

**Total budgeted cost: £127,773.77**

# 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.

There was no published data in 2021 due to Covid-19.

### **Progress in Reading – Achieve the national average progress scores in KS2 Reading**

Outcome:

- Internal data showed that at the end of KS2, PP pupils attained in-line with non-PP pupils (86% v 88% at ARE) in Reading.
- Pre teaching interventions provided opportunities to rehearse Reading skills in advance.

### **Progress in Writing – Narrow the ‘in-school’ attainment gap at the Expected Standard and Greater Depth in KS2 Writing.**

Outcome:

- Internal data showed that the gap between PP and non-PP pupils at the expected standard narrowed slightly at the expected standard. In the other year groups, the gap widened.
- Internal data showed that in Years 3 and 4 the gap between PP and non-PP pupils at Greater Depth remained the same. In Year 5, the gap narrowed slightly. In Year 6, the gap widened slightly.

### **Progress in Mathematics – Increase average point score in Maths**

Outcome:

- Internal data showed that at the end of KS2, PP pupils attained in-line with non-PP pupils (90% v 91% at ARE) in Maths.
- Small group tuition sessions in Year 6 targeted PP pupils in Maths.
- Pre and post teaching interventions provided opportunities to rehearse skills in advance and address misconceptions.

### **Phonics – A higher percentage of Year 3 pupils achieve ARE in Reading**

Outcome:

- Due to disruption to learning in the last academic year, internal data showed that there was a dip in pupils achieving ARE at the end of Year 3.
- The percentage of pupils working above ARE remained the same from the previous year (no dip in data).
- One teaching assistant one day a week targeted Year 3 pupils with Phonics and Reading.
- Collins ‘Big Cat Phonics’ books purchased and used with targeted pupils.

### **Improve emotional wellbeing and attendance of PP pupils in light of COVID-19 school closure**

Outcome:

- Vulnerable PP pupils were offered a place in school during national lockdown January to 8<sup>th</sup> March.
- 100% of PP pupils received a laptop during the school closure to support remote learning.
- Weekly well-being calls and visits were carried out and support was offered to parents.
- High quality remote learning offer was in place for all pupils.
- Emotional wellbeing of pupils addressed through Mindfulness sessions and the use of the JIGSAW PSHE scheme across school.

## 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*

Programme	Provider
White Rose Maths	

## Service pupil premium funding (optional)

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

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



## 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.*