

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	229
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£117,725
Recovery premium funding allocation this academic year	£14,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£132,305

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 attainment in Reading, Writing and Maths, among disadvantaged pupils, has been impacted by Covid-19 restrictions and has again fallen significantly below that of non-disadvantaged pupils.
2	End of KS2 data indicates that attainment of pupils achieving Greater Depth 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 attainment gap 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, pupil 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: £7,681.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
NPQ 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 – Mastery learning - High impact for very low cost +5 months	1, 2
Further embed high-quality Phonics programme through working with the English Hub. Provide Phonics training for new Y3 teachers and teaching assistants. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	EEF – Phonics – High impact for very low cost +5 months	1, 2

Embed memory and recall strategies across the curriculum to support PP learners.	EEF - Metacognition and self-regulation +7 months	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,022.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring in Maths for identified Year 6 pupils.	EEF – Small group tuition – 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 higher attainers.	EEF – One to one tuition – High impact for moderate cost +5months EEF – Small group tuition – 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 – Teaching assistant interventions – moderate impact for moderate cost +4 months	1, 2
Structured conversations with parents to support PP pupils with SEND.	EEF – Parental engagement – moderate impact for very low cost +4 months impact.	1, 2, 3, 4, 5
Continue with new whole school approach to homework using CGP resources.	EEF – Homework – High impact for very low cost +5 months impact EEF – Parental engagement – moderate impact for very low cost +4 months impact.	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,054.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities offered in wider curriculum opportunities, including after school clubs and visits.	EEF – Arts participation – moderate impact for very low cost +3 months EEF – Physical activity - +1 month EEF – Extending the school day – moderate impact for moderate cost +3 months	4
Improve emotional well-being of disadvantaged pupils through the use of yoga and mindfulness sessions, and the PSHE scheme, Jigsaw.	EEF – Social and emotional learning – moderate impact for very low cost +4 months EEF – Physical activity - +1 month	5
Emotional support for PP/SEND pupils through teaching assistant support and Family Support Worker involvement.	EEF – Social and emotional learning – moderate impact for very low cost +4 months EEF – Behaviour interventions – moderate impact for low cost +4 months EEF – Teaching assistant interventions – moderate impact for moderate cost +4 months	3
Continue with attendance incentives through the use of in-school rewards and Redhill Academy Trust Attendance Officer.	EEF – Behaviour interventions – moderate impact for low cost +4 months EEF – Parental engagement – moderate impact for very low cost +4 months impact.	3
Contingency	Historically, we know we require a small amount of money to support Pupil Premium children with ongoing needs such as visits and residential.	4

Total budgeted cost: £132,758.42

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 2021 to 2022 academic year.

The attainment gap between disadvantaged and non-disadvantaged pupils narrows in Reading, Writing and Maths.

- In Reading, 84% of PP pupils achieved EXS compared to 89% of non-PP pupils. PP pupils performed better than all pupils nationally (74%).
- In Writing, 75% of PP pupils achieved EXS compared to 87% of non-PP pupils. PP pupils performed better than all pupils nationally (69%).
- In Maths, 79% of PP pupils achieved EXS compared to 92% of non-PP pupils performed better than all pupils nationally (71%).

The proportion of disadvantaged pupils attaining Greater Depth in Reading, Writing and Maths increases at the end of KS2.

- In Reading, 21% of PP pupils achieved HS compared to 28% of non-PP pupils.
- In Writing, 0% of pupils achieved GDS compared to 18% of non-PP pupils.
- In Maths, 21% of pupils achieved HS compared to 42% of non-PP pupils.

Attendance for disadvantaged pupils improves.

- New attendance initiatives were introduced to raise the profile in school.
- Attendance officer targeted and supported families of pupils who were persistent absentees.
- Attendance for disadvantaged pupils in 2021-2022 was 93.94% compared to 94.48% for non-disadvantaged pupils.

Pupils' experiences and aspirations are widened through taking part in a variety of extra-curricular activities and visits.

- A variety of sporting and arts clubs were on offer to our disadvantaged pupils and they were supported and encouraged to attend by staff.
- Pupils were given the opportunity to attend professional football and rugby matches organised by our P.E. specialist.
- Further opportunities and experiences will continue to be planned for, including a new residential for Year 4 pupils in 2023.

Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- The emotional wellbeing of pupils has been supported through mindfulness and yoga sessions, taught by a qualified yoga teacher.
- The JIGSAW PSHRE scheme was used effectively across the school to support and develop pupils' emotional wellbeing.
- Weekly sessions with the Family Support Worker were provided for disadvantaged pupils.

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

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.