

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	232
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£132,405
Recovery premium funding allocation this academic year	£13,630
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	£146,035

# 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 is lower for disadvantaged pupils compared to 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	Observations indicate that 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 co-curricular activities and visits.	A higher proportion of non-disadvantaged pupils attend co-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: £10,800

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 – <b>Mastery learning</b> - High impact for very low cost +5 months	1, 2
Purchase and introduce new 'PEARL Phonics' scheme. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	EEF – <b>Phonics</b> – High impact for very low cost +5 months	1, 2
Continue to review the curriculum to ensure opportunities for challenge,	EEF – <b>Mastery learning</b> - High impact for very low cost +5 months	1, 2

extension and mastery.		
Further embed memory and recall strategies across the curriculum to support disadvantaged learners.	EEF - <b>Metacognition and self-regulation</b> +7 months	1, 2

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

Budgeted cost: £64,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils in Years 3-6 to receive 1:1 or small group catch up. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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 disadvantaged pupils with SEND.	EEF – <b>Parental engagement</b> – 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 – <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
Homework Club targeted towards disadvantaged pupils.	EEF – <b>Homework</b> – High impact for very low cost +5 months impact	1

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

Budgeted cost: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review current co-curricular offer and track disadvantaged pupils' engagement with clubs.	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
Pupils engage with trust-wide opportunities/ competitions across the curriculum.	EEF – <b>Arts participation</b> – moderate impact for very low cost +3 months EEF – <b>Physical activity</b> - +1 month	4
Improve emotional well-being of disadvantaged pupils through the use of yoga and mindfulness sessions, and the new PSHRE scheme's portal, Jigsaw.	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 disadvantaged/SEND pupils through teaching assistant support, Nurture Club and Family Support Worker involvement.	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
Continue with attendance incentives through the use of in-school rewards and Redhill Academy Trust Attendance Officer.	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

Target PA families.		
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: £146,300**

# 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 2022 to 2023 academic year.

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

Some progress towards this outcome has been achieved.

End of KS2 outcomes:

- In Reading, 71% of PP pupils achieved EXS compared to 91% of non-PP pupils. PP pupils performed better than PP pupils nationally (60%).
- In Writing, 62% of PP pupils achieved EXS compared to 89% of non-PP pupils. PP pupils performed better than PP pupils nationally (58%).
- In Maths, 71% of PP pupils achieved EXS compared to 89% of non-PP pupils. PP pupils performed better than PP pupils nationally (59%).

In Reading, Writing and Maths Combined, 57% of PP pupils achieved EXS compared to 83% of non-PP pupils. PP pupils performed better than PP pupils nationally (44%).

In all subjects, PP pupils performed better than PP pupils locally and nationally. Although there remains an attainment gap at the end of KS2, the PP gap for this particular cohort narrowed significantly from the previous year.

Internal data of Years 3-5 reveals that the majority of the gaps in Reading, Writing and Maths narrowed.

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

Good progress has been made towards this outcome.

- In Reading, 19% of PP pupils achieved HS compared to 39% of non-PP pupils.
- In Writing, 5% of pupils achieved GDS compared to 31% of non-PP pupils.
- In Maths, 19% of pupils achieved HS compared to 50% of non-PP pupils.

PP pupils attaining HS in Reading and Maths is broadly in line with the previous year's results (2022). The percentage of PP pupils attaining GDS in Writing increased from the previous year (2022).

### **Attendance for disadvantaged pupils improves.**

Good progress has been made towards achieving this outcome.

- New attendance initiatives were embedded to continue 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 92.9% compared to 93.44% for non-disadvantaged pupils.
- Attendance for disadvantaged pupils in 2022-2023 was 93.35% compared to 93.63% for non-disadvantaged pupils, showing an improvement from the previous year.

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

Good progress has been made towards achieving this outcome.

- A variety of sporting and arts clubs were on offer to our disadvantaged pupils and they were supported and encouraged to attend by staff. As a result, the proportion of disadvantaged pupils attending co-curricular clubs increased, particularly those involving sports.



- All pupils experienced orienteering at a local country park as organised by the P.E. specialist.
- A new residential for Year 4 pupils took place in the spring term.

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

Good progress has been made towards achieving this outcome.

- 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. In pupil voice, pupils were able to articulate various ways their mental wellbeing is supported in school.
- Weekly sessions with the family support worker were provided for disadvantaged pupils. Conversations with parents revealed how valuable the sessions are for their children.
- There is a significant increase in participation in enrichment activities.

## 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.*