

Pupil Premium Strategy Statement: Carlton Road Academy

1. Summary Information					
School	Carlton Road Academy				
Academic year	2018/2019	Total PP budget £199,737	<i>(includes £12,297 carry forward from last year)</i>	Date of most recent pp review	September 2018
Total number of pupils	428	Total number of pupils eligible for PP	122 (29%)	Date for next internal review of this strategy	July 2019

2. Current Attainment – 2018 Data					
			Pupils eligible for PP %	Non PP	
Year 6 SATs	% achieving at or above in reading, writing and maths		63%	65%	
	% achieving at or above in reading		71%	72%	
	Progress measure in reading		+5.00	+4.47	
	% achieving at or above in writing		83%	75%	
	Progress measure in writing		+4.73	+4.01	
	% achieving at or above in maths		67%	78%	
	Progress measure in mathematics		+2.36	+2.54	
Year 2 SATs	% achieving at or above in reading		75%	60%	
	% achieving at or above in writing		55%	58%	
	% achieving at or above in maths		65%	68%	
Year 1 Phonics	Passing the phonics screening check		93	78	
EYFS	Achieving a good level of development		80	41	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	For some pupils eligible for pupil premium (16 %), their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home learning environment. These children have support from TAC and/or social care.
B	25% of pupils eligible for PP are also EAL, some of which are nw into the country. The majority of the pupils' parents have very limited English, often two different languages spoken in the home. All of these pupils have parents who do not speak any English at home so the only opportunity they have to rehearse the language is at school.
C	38 % of PP children are summer born.
D	20% of PP are also on the SEN register.
4. External barriers (issues which also require action outside school such as low attendance rates)	
A	Attendance – of the 122 children eligible for PP, 19 children (16%) are PA. EWO involvement to reduce this figure.

5. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Improved oral language with Early Years and KS1	Pupils are more able to access learning and make progress in line with non PP pupils.
B	Improved maths attainment and progress rates	Pupils eligible for PP make as much progress as 'other' pupils across Y2, Y3, Y4, Y5 & Y6 in reading, writing and maths. This will be measured by teacher assessments and moderated across the federation of 7 schools. Increased number of PP children working within age related expectations.
C	Improved writing attainment and progress rates	
D	Improved reading attainment and progress rates	
E	Improved outcomes in phonics in Year 1	Increased number of PP children meeting the phonics test threshold
F	Attendance – increased attendance. Reduction in PA.	Identified PP children have an attendance figure of 95.96 whereas non pp children have an attendance figure slightly higher at 96.15 and whole school attendance is currently 96.09

6. Planned Expenditure						
Academic Year	2018/19					
Improving classroom pedagogy, provide targeted support and support whole school strategies using PP						
i. Quality of teaching for all						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation	Cost
Improved outcomes in phonics /speech and language	Wendy Marshall to take children on a 1:1 basis and small groups from Reception through to Year 2 – support for speech/ language and phonics.	Impact from last year with SALT support. Need to include phonics too.	Planned timetable set and delivered each term. Review of impact each term.	Wendy Marshall/ Lorraine Reed to review	July 2019	£25,000 (approx)
Reduced class sizes in year 6 to ensure progress in all subjects	An additional 1.5 teachers to be employed to reduce class numbers. The children will be split into four groups in the mornings and three smaller classes in the afternoons.	A review of last year shows that the Y6 children made accelerated progress when taught in smaller class sizes.	Deputy Head to teach the forth group in the morning for English. The Y6 cohort is split into three register groups/ classes – each have a full time qualified teacher.	Teri Brown/ Lorraine Reed	July 2019	£50, 000 (approx)
Easter school – to narrow the gap for Y6 pupils in reading,	Y6 teachers to deliver a four day Easter School to targeted PP Y6	Previous Easter Schools have been successful at offering a ‘boost’ to certain children.	Identify children who will be invited to attend Easter school. Ask staff to deliver Easter	Teri Brown/ Lorraine Reed	July 2019	£5000 (approx)

writing and mathematic	pupils		school.			
Total budgeted cost						£80, 000

ii. Targeted support						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation	Cost
To improve mathematics across the school with a focus on small group specialist teaching	Adam Galvin to work in year 2 and year 6 three days a week, delivering targeted, focused maths group work.	Numbers Count Champion to now widen the children that he works with to small groups – greater impact.	Adam to identify the children that require targeted support in consultation with the class teachers. A timetable to outline who is supported when. Termly review of impact on attainment.	Adam Galvin/ Teri Brown	July 2019	£6000 (approx)
To improve English skills across the school with a focus on small group specialist teaching	Adam Galvin to work in year 2 and year 6 three days a week, delivering targeted, focused reading and writing group work.	Analysis of data shows that children in Y2 and Y6 need targeted support to ensure that attainment in reading and writing is in line with % needed for ARE. Small group work to 'close gaps' will impact on data.	Adam to identify the children that require targeted support in consultation with the class teachers. A timetable to outline who is supported when. Termly review of	Adam Galvin/ Teri Brown	July 2019	£6000 (approx)

			impact on attainment.			
Total budgeted cost						£12,000

iii. Other approaches						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation	Cost
To improve overall attendance figures for disadvantaged pupils	Attendance administrators to regularly monitor the attendance figures on a weekly basis	Improved attendance has a direct impact on the attainment of children. Attendance for the school is continuing to improve as a direct result of the work that has been done.	Daily contact with the attendance team as needed. Home visits/ phone calls home to check up attendance. Parents to be fined if needed. Regular information sent to parents relating to the need for good attendance	Amanda Smith/ Caroline Nixon	July 2019	£80,000 (approx.)
To improve the guided reading opportunities for children across the school - to improve the attainment of reading across all year groups.	Guided reading is an area of development on the ADP. Invest in Bug Club (Pearson) books for a consistent school approach to guided	Stamina for reading and responding to texts is an area that requires improvement	Books bought for Spring term 1 Training to be delivered for all teachers. Monitoring of planning/ lessons each term.	Jo Nodding/ Teri Brown	July 2019	£10,000 (approx)

	reading.					
Non- direct purchases – to ensure PP children are equipped to attend school and fulfil their potential eg purchasing uniform, attending breakfast club	Uniform bought for children as required. Breakfast club is offered to PP at no charge Funding towards swimming club costs/ music as required.	Children attend school in the correct uniform. Breakfast is provided for children to ensure they are in school and eating- ready to learn. Some clubs are subsidized so that children access a wide range of activities.	Uniform bought. Children attend breakfast club – offered to all PP children free. Some clubs have to be paid for as required.	Teri Brown	July 2019	£17,737
Total budgeted cost						£107, 737
7. Review of expenditure						
Previous academic year	2017/2018 Total Budget £187,440					
Aims of Spending	Detail	Lessons Learnt				TOTAL COST
Improved outcomes in phonics /speech and language	Wendy Marshall took children on a 1:1 basis and small groups from Reception through to Year 2	83% of the PP children achieved the expected standard. 6 of the 7 children who did not meet the standard are on the SEND register. 3 children at the beginning of the year focussed purely on SALT intervention, which did in fact improve their confidence with speech, however the frequency of phonics intervention was therefore compromised and as a result they did not meet the required standard. In the next academic year, a balance of both SALT and phonics intervention will be mapped out from the start of the academic year.				£24,307
Reduced class sizes in year 6 to ensure	An additional 1.5 teachers	Out of the 24 children, 15 of them achieved the expected standard in reading, writing and mathematics. 16 pupils achieved the expected standard in mathematics, 17 in reading and 20 pupils reaching the				£50449

progress in all subjects	<p>were employed to reduce class numbers. The children were split into four groups in the mornings and three smaller classes in the afternoons.</p>	<p>expected standard in writing. Of the 24 children, 3 pupils joined the school in year 6. Although 6 pupils did not achieve the expected standard in reading, targeted support ensured that their expected progress was met. During guided reading this year, the children were split into four groups with experienced TAs taking some of the groups. Of the 3 children who did not achieve the expected standard in writing, two children were on the SEND register. In maths, 7 children did not achieve the expected standard. Four of them had SEN, one child had arrived in year 6 and another child is awaiting an appeal on two of the SATs papers which could lead to her being able to achieve the expected standard.</p>	
Easter school – to narrow the gap for Y6 pupils in reading, writing and mathematics	<p>Y6 teachers delivered a four day Easter School to ten Y6 pupils</p>	<p>14 PP children attended Easter School. Data shows: Attainment: 96% achieved ARE in reading, 98% achieved ARE in writing, 80% in mathematics and 64% in reading, writing and mathematics (combined).</p>	<p>£2379</p>
To improve overall attendance figures for disadvantaged pupils	<p>Attendance administrators have regularly monitored the attendance figures on a weekly basis</p>	<p>The intervention strategies used have shown an improvement in attendance, although not yet in line with national figures. Analysis shows that attendance has improved from 93.32% at the beginning of the academic year (144 children) to 94.27% by the end of term 5 (the number of disadvantaged pupils increased to 147 by the end of term 5.) A team of 3 full time EWOs and 2 full time attendance administrators are employed across the Trust. The Senior EWO oversees the attendance for the Trust; the attendance team form part of the Trust Extended Services Team, this includes safeguarding and SEN. The team work closely together to ensure information sharing and best practice is coordinated and timely to support our families. The Extended Services Team have a meeting twice a term (6 terms per year) with the Head of Academy to discuss all PA cases, SEN and safeguarding issues. Individual cases can therefore be scrutinised and allow the team to discuss individual cases and decide who is in need of a School Attendance Panel or home visit; this may involve the SEN or safeguarding team, where appropriate. We also discuss unauthorised holiday</p>	<p>£73209</p>

	<p>EWO has followed legal proceedings for persistence absence.</p> <p>First day response provision by EWO Team.</p> <p>Parents were informed of the impact of missed days in education through information provided in a leaflet which was translated into the required languages.</p>	<p>and any legal action being considered.</p> <p>All PA children are then reviewed on a weekly basis by the Attendance Team. In addition to this, we also look at those children who are in danger of becoming PA ,i.e. their attendance is between 90% and 93%</p> <p>Fixed penalty notices will continue to be issued.</p> <p>Attendance panels for those regularly identified as being late (analysis of late gate data). Continue with rewards for good attendance for children (certificates, class Dojos, awards assemblies).</p> <p>Early identification of pupils at risk of dropping below the attendance bracket of 90-95%. Attendance panels and strategies in place to support parents with enabling children to attend school every day.</p>	
To improve	Adam Galvin	Adam was accredited as Numbers Count champion, having completed the training via David Morris.	£24438

mathematics across the school with a focus on 1:1 specialist teaching in year 6 during the afternoon sessions	worked in year 3 in the mornings, delivering targeted, focussed group work. In the afternoons Adam worked with children 1:1 (Numbers Count)	Adam to continue the programme, but instead of working with children on a 1:1 basis, group work will be the focus instead.	
To ensure children are in school and wearing uniform	Uniform was bought to ensure children had better attendance.	Uniform was often the reason given for children being absent from school. Uniform was bought as required for certain children so that they could attend school in the correct uniform.	£361.00
TOTAL SPENDING			£175,143

8. Additional details

Further supporting information

Planned initiatives are in line with outcomes/recommendations from an external pupil premium review. Some strategies may change mid-year when reviewing the impact and the needs of the school.