

# Pupil premium strategy statement

## 3 year Plan 2021 -2024 as reviewed at Autumn 2022

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 2022-23 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	CARLTON ROAD ACADEMY
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	<b>3 YEAR PLAN</b> <b>2021 22</b> <b>2022 23</b> <b>2023 24</b>
Date this statement was published	SEPTEMBER 21
Date on which it was reviewed	October 22
Statement authorised by	Clare Coyle
Pupil premium lead	LORRAINE REED
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,899
Recovery premium funding allocation this academic year	£15,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31840
<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	£204,329

# Part A: Pupil premium strategy plan

## Statement of intent

At Carlton Road Academy we want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contributions to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. At Carlton Road Academy we are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into courteous individuals who make the most of opportunities that come their way. Our strong school values and ethos ensures that all children, no matter their starting points, gain the confidence, resilience and ambition to succeed. Learning at Carlton Road is engaging, interactive and includes a range of experiences within the classroom and beyond, to ensure the cultural capital gap many of our children have, is bridged successfully. Children will be challenged and supported to achieve their potential.

The Key Principles of our plan are based around:

- Good teaching practice
- Staff Development
- Exploration of evidenced-based summaries to inform the best use of funding
- Accelerate progress so that children reach and exceed expectations

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil
- Are consistent (based on agreed core principles and components) but also flexible and responsive
- Are evidence-based
- Are focussed on clear short-term goals providing opportunities for pupils to experience success
- Include regular, high-quality feedback from teaching staff.
- Emphasise relationship-building, both with appropriate adults and with their peers
- Raise aspirations through access to high-quality educational experiences
- An emotionally-intelligent approach to the setting of clear behaviour boundaries
- Positive reinforcement
- Building self-esteem
- Learning support (both one to one and in small groups) led by Teacher and TA
- Enrichment activities that offer children the opportunity to develop talents and raise their aspirations.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils join the school with poor social and communication skills in EYFS (vocabulary & oracy). This can impact on chn's ability to access early Phonics and reading skills.
2	Parental engagement with school (access to devices, online learning tools, homework support). Attendance of disadvantaged pupils compared with non-disadvantaged. Language barriers between school and families contribute to difficulties engaging families within their chn's learning. Low-income families struggling to provide the basic needs for chn (uniform, trip contributions).
3	Deficit of language and vocabulary which impacts on chn's engagement with books, and the ability of developing reading skills effectively. Deficit of PP chn having access to a range of high-quality reading materials to promote the love of Reading
4	Gap in the experiences of PP chn in the wider world with non-PP chn, which can impact on aspiration, self-esteem and confidence. Lack of knowledge around healthy eating and access to physical activity.
5	Language and vocabulary deficit impacts on chn's confidence within writing (links to the gap within reading).

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, (which is reviewed at the end of each academic year end during the 3 year period) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils entering EYFS make accelerated progress from their starting points – especially in communication & language	% of PP chn achieving GLD compared to non-PP chn closes Greater % of PP chn achieve ELG in communication & language
Work collaboratively with families to ensure that PP chn attend school regularly. Engage parents to understand the importance of education. Support parents in supporting chn with schoolwork and life	Attendance of PP chn is in line with National (96%) Decrease in PP chn being classed as PA Attendance of parents at Parents Eve, Curriculum Evenings, offering of homework clubs
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Achieve national average progress scores in KS2 Reading, Writing, Maths Gap between attainment of non-pp with pp chn has closed.
Ensure disadvantaged chn receive a rich and broad curriculum, which is aspirational and challenging – aimed at inspiring chn to achieve to bridge the cultural gap and increase life chances	Chn's engagement with wider curriculum, Sports Clubs increased Positive attitudes to learning (pupil Voice, Interviews) Trips, Visits, Visitors logged/feedback received. Increase/sustained push on exploring wider opportunities for PP chn (initiatives, trips out, industry links etc.)

## 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: £10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff on effective formative and summative assessment – to identify gaps quickly. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils <b>CPD: £500</b></p>	<p>Feedback Toolkit “Teacher Feedback To Improve Pupils Learning”  <b>Feedback Approaches and educational attainment in children and young people</b> <b>The impact of Feedback on student attainment: a systematic review</b> <b>Published:</b> August 2021 Authors: Mark Newman, Irene Kwan, and Karen Schucan Bird (EPPI-Centre, UCL Institute of Education); Hui-Teng Hoo (Nanyang Technological University, Singapore)</p>	<p>1 3 5</p>
<p>Ensure that disadvantaged children achieve in line with non-disadvantaged children in phonics. All staff, inc. TAs to receive relevant training on Phonic teaching &amp; delivery Focus on early language and vocabulary acquisition in EYFS <b>CPD: £2000</b></p>	<p>Communication and Language Approaches  Oral Language Interventions  Phonics</p>	<p>1 3 5</p>
<p>Support from the English Hub to redesign/implement and embed a robust and effective whole school reading strategy. Training for whole staff development <b>CPD: £4000</b></p>	<p>EEF Toolkit Reading Comprehension Strategies</p>	<p>1 3 5</p>
<p>Middle Leadership development for English Writing and Reading Leads (new to post) through dedicated Middle Leadership programme and 1:1 individual support, to drive whole school improvement. <b>CPD: £3500</b></p>		<p>1 3 5</p>

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

**Budgeted cost: £177,061.16**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of specific 1:1/small group tutor focussing on written and reading skills <b>Tutor Cost: £24,629.78</b>	Small Group Tuition Toolkit	3 5
Targeted support for chn using QFT & targeted interventions (small group/1:1 work) to narrow the progress and attainment gap between disadvantaged & non-disadvantaged pupils, inc. targeted SALT programmes <b>TA Support Staff: £148,253.78</b> <b>PIXL Assessment Package: £864</b> <b>Tapestry: £88.96</b> <b>Provision Map: £292.80</b> <b>INSIGHT: £384</b>	Making Best use of Teaching Assistants	1 3 5
Use of Lexia Core 5 Reading intervention programme across whole school to target reading deficit <b>Lexia Core 5 Programme: £2076.80</b>	EEF Toolkit Reading Comprehension Strategies	1 3 5
Targeted teaching of Phonics, development of Reading strategy inc. Guided Reading, Reading for Pleasure, Progressive Reading Scheme <b>BEDROCK: £471.04</b>	Phonics Toolkit	

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

**Budgeted cost: £27348.64**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to Breakfast & Afterschool Club. Use of EWO Team to ensure that families with poor attendance are supported effectively. Use of Central Team Pastoral support to engage families. <b>BASC Fees: £6566.40</b> <b>Central Team costs: £16,238.40</b>	<b>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice</b> Published September 2019 Authors: Nick Axford <sup>1</sup> , Vashti Berry <sup>2</sup> , Jenny Lloyd <sup>2</sup> , Darren Moore <sup>2</sup> , Morwenna Rogers <sup>2</sup> , Alison Hurst <sup>2</sup> , Kelly Blockley <sup>1</sup> , Hannah Durkin <sup>2</sup> and Jacqueline Minton <sup>2</sup> <sup>1</sup> University of Plymouth <sup>2</sup> University of Exeter	2
Disadvantaged chn to have funded trips and visits places.	Improving School behaviour EEF Guidance Report	2

<p>To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos.</p> <p>Access for PP chn to online learning platforms</p> <p>Support for families struggling to provide uniform for chn</p> <p><b><i>Bikeability - £80.80</i></b></p> <p><b><i>Carrot Rewards: £377.92</i></b></p> <p><b><i>TT Rockstars: £77.12</i></b></p> <p><b><i>Espresso: £1008</i></b></p> <p><b><i>Support Fund: £3000 (uniform, trips etc.)</i></b></p>	<p><b>Behaviour</b></p> <p><b>Improving Behaviour in Schools: Evidence Review</b></p> <p><b>Published:</b> December 2019</p> <p>Authors: Darren Moore<sup>1</sup>, Simon Benham-Clarke<sup>2</sup>, Ralph Kenchington<sup>2</sup>, Chris Boyle<sup>1</sup>, Tamsin Ford<sup>2</sup>, Rachel Hayes<sup>2</sup> and Morwenna Rogers<sup>2</sup>, Jacqueline Minton<sup>2</sup></p> <p><sup>1</sup> Graduate School of Education, University of Exeter</p> <p><sup>2</sup> University of Exeter Medical School</p>	<p>5</p>
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**Total budgeted cost: £214,409.80**

## Analysis of spend:

Pupils Premium Budgeted Spend 2021 - 22	£ budget	£ spent	Notes
CPD for assessment	500		Delivered in house via PDM
Phonics and Language Acquisition	2000	1711	Little Wandle Phonics nett cost
English support for whole school reading strategy	4000	1500	Jeannie Bulman CPD
Development of middle leaders for English	3500	3500	Trust training strategy
Small group tutors	24630	23010	Grace Carter Y6 3 days/wk. /
		9767	Jo Cook Y2 reading catch up
		12137	B Wood, E Thorlby, L Sharp Ks1 / EYFS catch up support
Making the best use of teaching assts for targeted support	148253	148379	Contribution to support staff budget
QFT and assment support - contributions to subscriptions to			
PiXL, Tapestry, Provision Map, INSIGHT	1630	1630	
Literacy interventions - contribution to Lexia	2076	2076	
Vocabulary support contribution to Bedrock	471	471	
<b>Sub total</b>	<b>187060</b>	<b>204181</b>	
Breakfast and after school clubs	6566	1898	£1,898 net cost of BC for PP free families + ASC from Elite
Pastoral Central Team for attendance, EH and TAC	16283	28829	Check budget v cost is the total contribution of PP "part"
Support for behaviour and curriculum enrichment	4544	3526	
<b>Sub total</b>	<b>27393</b>	<b>34253</b>	
<b>Total</b>	<b>214453</b>	<b>238434</b>	
Income Pupil premium	182952		
Catch Up	19394		
Covid carry forward	31840		
<b>Total</b>	<b>234186</b>		
<b>Balance</b>	<b>-4248</b>		



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Sub total	187060	204181	
Breakfast and after school clubs	6566	1898	£1,898 net cost of BC for PP free families + ASC from Elite
Pastoral Central Team for attendance, EH and TAC	16283	9153	Check budget v cost is the total contribution of PP "part"
Support for behaviour and curriculum enrichment	4544	3526	
Sub total	27393	14577	
<b>Total</b>	<b>214453</b>	<b>218758</b>	
Income Pupil premium	182952		
Catch Up	19394		
Covid carry forward	31840		
<b>Total</b>	<b>234186</b>		
<b>Balance</b>	<b>15428</b>		

## 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.

#### **Improved outcomes in Speech & Language:**

Targeted support for chn in this area showed chn made positive progress from their baseline starting points. Children in EYFS for example made an average of +2 months progress.

#### **To improve mathematics and English skills in Year 5 with a focus on small group specialist teaching:**

Due to the disruptions of COVID and the impact this had on staffing levels, the school needed to re-evaluate the original strategy, as the school required the “extra” staff pinpointed to cover and deliver lessons within class, to avoid as much disruption as possible. From 7<sup>th</sup> June, the school became part of PiXL and used this assessment tool to evaluate and establish accurately where children were and what was needed in the final term. From then, children were targeted, based on QLA outcomes, in Y5 in specific English and Maths skills (taken from the PiXL transition documents). This enabled the school to target chn who needed support in readiness for moving into Y6.

#### **To improve the reading opportunities for children across the school - to improve the attainment of reading across all year groups:**

COVID disrupted many of the strategic plans the school had during the last academic year as part of the school's reading plan. New phonic books were purchased and accessible to the children. Reading for pleasure books were also purchased. School identified the need for a revised approach to Phonics, and this will form a major part of the Pupil premium strategy moving forward.

#### **To improve oracy and widen vocabulary understanding across the school:**

Wellcomm assessments were used to gain baseline understanding of where children were at on entry. Regular re-visiting of these assessments ensured that teachers quickly identified gaps and altered provision, to enable children to make progress.

#### **To encourage children to eat and exercise to be healthy:**

Cookery and healthy eating was identified to become a significant part of the school's curriculum. A teaching kitchen was built and equipment purchased for the delivery of this. COVID prevented cookery going on as this went against the school's RA – but this will become a focus to re-embed back into the teaching this year.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Analysis of the schools spending of pupil premium finance and its linked outcomes have been submitted to the Trust CFO for scrutiny for the academic year 2021 22. See figures on page 8 and 9.

***Data from the year-end demonstrated our PP children achieved as well, if not better than their non-FSM children when figures were looked at in context.*** Data by cohort has also been submitted to the Trust to demonstrate where contextual challenges such as pupils who were FSM and SEN and or new to the country had impacted on pupil progress.

Given the success achieved by the pupils the academy strategy will remain the same for 20220-23. We presently await the funding figures for this academic year but expect them to broadly the same as last year.

## 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
	N

## 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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	