

Pupil Premium Strategy Statement: Carlton Road Academy

1. Summary Information					
School	Carlton Road Academy				
Academic year	2019/ 2020	Total PP budget £181,280		Date of most recent pp review	September 2019
Total number of pupils	420	Total number of pupils eligible for PP	98 (23%)	Date for next internal review of this strategy	July 2020

2. Current Attainment – 2019 Data			
		Pupils eligible for PP %	Non PP
Year 6 SATs	% achieving at or above in reading, writing and maths	71%	69%
	% achieving at or above in reading	81%	76%
	% achieving at or above in writing	84%	78%
	% achieving at or above in maths	84%	78%
Year 2 SATs	% achieving at or above in reading	69%	68%
	% achieving at or above in writing	62%	63%
	% achieving at or above in maths	69%	73%
Year 1 Phonics	Passing the phonics screening check	81%	78%
EYFS	Achieving a good level of development	56%	55%

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, 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	Often pupils eligible for PP are also EAL, some of which are new 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	Some PP children are also on the SEND register.
4. External barriers (issues which also require action outside school such as low attendance rates	
A	Attendance – Children eligible for PP, 30 children (31%) 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 within 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 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 – in line with non PP pupils
F	Attendance – increased attendance. Reduction in PA (for PP children)	Identified PP children have an attendance figure in line with non PP children. To continue to reduce the % of PP children who are PA.

6. Planned Expenditure						
Academic Year	2019/ 2020					
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 2020	£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 2020	£50, 000 (approx)
Reduced class sizes in year 4 to ensure progress in all subjects	An additional teacher to be employed to reduce class numbers. The	A review of last year shows that the Y4 children need to make accelerated progress.	Intervention lead to teach the third group in the morning for Maths and English	Teri Brown/ Lorraine Reed	July 2020	£30,000 (approx)

	children will be split into three groups in the mornings.					
Total budgeted cost						£105,000

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	Lillian James to work in Y5 one afternoon a week, delivering targeted, focused maths group work.	Analysis of data shows that children in Y5 need targeted support to ensure that attainment in maths is in line with % needed for ARE. Small group work to 'close gaps' will impact on data.	Lillian 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.	Lillian James/ Teri Brown	July 2020	£6000 (approx)
To improve English skills across the school with a focus on small group specialist teaching	Lillian to work in year 5 one afternoon a week, delivering targeted, focused reading and writing group work.	Analysis of data shows that children in Y5 need targeted support to ensure that attainment in reading and writing is in line with % needed for ARE. Small group work to 'close	Lillian o identify the children that require targeted support in consultation with the class teachers. A timetable to outline who is supported when.	Lillian James/ Teri Brown	July 2020	£10,000 (approx)

		gaps' will impact on data.	Termly review of impact on attainment.			
Total budgeted cost						£16,000

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	July 2020	£80,000 (approx.)
To improve the 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 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.	Lorraine Reed/ Teri Brown	July 2020	£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 club costs 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 2020	£5000
To improve pencil grip and letter/ number formation across the school	Buy Pegs to paper resources.	It has been noted that an increasing number of children struggle to form letters and numbers correctly. Pencil grip is also an area for development when children come into school.	Children have the correct pencil grip. Letters and numbers are formed correctly.	Lorraine Reed/ Fiona Hobart	July 2020	£3000
Total budgeted cost						£98,000

7. Review of expenditure			
Previous academic year	2018/2019 Total Budget £199,737		
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	All the PP children made progress with their speech (Wellcom assessment termly) SALT intervention is delivered within school which improves the confidence of children when they speak. A balance of both SALT and phonics intervention offers support to the children identified at the start of the academic year. This is then reviewed termly.	£24,812
Reduced class sizes in year 6 to ensure progress in all subjects	An additional 1.5 teachers were employed to reduce class numbers. The children were split into four groups in the mornings and three smaller classes in the afternoons.	Out of the PP children in Y6 81% achieved ARE in reading, writing and mathematics. 84% achieved the expected standard in mathematics, 81% in reading and 84% reaching the expected standard in writing. (This compares to 72% combines for non PP children, 76% reaching the expected standard in mathematics for non PP children, 76% in reading and 72% in writing – therefore showing that pupil premium children achieve well compared to their non PP peers). During guided reading this year, the children were split into five groups with experienced TAs taking some of the groups.	£66,024
Focussed small group support for Y2 children in reading, writing and maths	A teacher was employed to work with Y2 for two days a week to offer	Of the PP children, 69% reached ARE in reading, 62% in writing and 69% in maths. This compares to 67% for reading, 67% writing and 74% in maths for non PP children in the cohort. This again shows that the PP children are fairly in line with their non PP peers.	£18,627

	focused intervention .		
To improve overall attendance figures for disadvantaged pupils	<p>Attendance administrators have regularly monitored the attendance figures on a weekly basis</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</p>	<p>The intervention strategies used have shown an improvement in attendance which is now in line with National figures at 95.85% for our PP children.</p> <p>Analysis shows that attendance has improved from 94.09% at the beginning of the academic year to 95.85% by the end of the year.</p> <p>At lot of work has been done throughout the year to monitor and improve the PA children that are PP children. At the beginning of the year 24% of PP children were PA and at the end of the year this improved to 9%.</p> <p>A team of 3 EWOs 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 SEND. 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 each term (6 terms per year) with the Head of Academy to discuss all PA cases, SEND 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 SEND or safeguarding team, where appropriate. We also discuss unauthorised holiday 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>£85,775 (including £900 attendance awards costs for the year)</p>

	required languages.	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.	
To improve mathematics and English across the school with a focus on small group specialist teaching in year 2 and 6 during the afternoon sessions	Adam Galvin worked with Y2 and Y6's, delivering targeted, focussed group work two days a week.	Adam was accredited as Numbers Count champion in 2018, having completed the training via David Morris. Adam continued the programme, but instead of working with children on a 1:1 basis, he worked with groups instead.	See costs above (from the £18,627)
To ensure that children take part in a range of activities as needed	Clubs were paid for as required by children that needed them	Where necessary clubs were paid for so that children could access the support needed for them.	£315.61
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.	£234.69
To supply books for PP children as required	The Letterbox club was joined for certain children that require it.	A lack of reading at home can impact on language acquisition – books were bought for certain children so that they have books to share with an adult at home.	£138.75
TOTAL SPENDING			£199,889.05

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.