# Pupil premium strategy statement

## 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 and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Carleton Green Community Primary School |
| Number of pupils in school | 315 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2019- 2022 |
| Date this statement was published | January 2022 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Amy Parker |
| Governor / Trustee lead | Christina Davies |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £46350 |
| Recovery premium funding allocation this academic year | £4500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Carleton Green Community Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils’ pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium their needs are at the forefront of all we do. Our school then is organised into phases, creating three balanced, parallel classes based upon our knowledge of their friendship groups and preferred learning styles to ensure harmonious learning can take place. We believe it to be our duty to ensure that all individual needs are met to afford all our pupils to realise their true potential. We do not stream or cap abilities at Carleton Green; individualised next steps of learning are pushed at every opportunity.  The ultimate objectives for our pupils who are in receipt of pupil premium are:  ***To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.***  We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning, and through our family learning mentor and our pupil premium champion along with our attendance team to actively engage with families to encourage and support good attendance in school.  ***To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.***  35% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from first- quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching from both class teachers and LSAs. We are also using the School Tutoring Programme to ensure our children in receipt of pupil premium achieve expected or higher than anticipated when looking at their starting points.  ***Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.***  At Carleton Green we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Carleton Green places your children’s needs at the forefront of all we do. At the earliest opportunity our pupils will explore and acquire new skills and knowledge within our vast Early Years setting. This early intervention helps to remove these barriers sooner in the child’s education. Lockdown has seen an increase in pupils’ emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced family learning mentor who works in close partnership with the pastoral lead in school. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 Attendance | The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. |
| 2  Outcomes | There is a difference of 3% between our outcomes for PP and non PP pupils in achieving ARE+. |
| 3  Pastoral | Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn. Arriving to school on time is a key factor. |
| 4  SEND | 35% of our pupils who qualify for Pupil Premium funding have additional SEND needs. |

## 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.

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| Intended outcome | Success criteria |
| To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees. | To close the 5% gap between whole school  attendance and pupils in receipt of pupil  premium funding.  Reduce Proportion of pupils in receipt of pupil  premium classed as persistent absentees  (11 families) |
| To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.  To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. | Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. |
| To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning. | Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.  We encourage attendance at our Breakfast Club and are supported to attend school with our walking Bus. |

## 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: £6517.80

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Creating balanced classes based upon friendship groups to be able to deliver a challenging curriculum. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches> | 2  3  4 |
| Homework is linked to class learning with clear purpose. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>  We want the learning to be linked and purposeful with feedback provided within lesson time. | 2  4 |
| Consistent approach to the planning the delivery of learning and teaching of English across school. | Medium Term planning to consider the desired outcomes with cross curricular links to ensure purposeful learning. | 1  2  4 |
| To establish a walking bus to collect pupils to arrive to school on time. | <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance> | 1  2  3  4 |
| Training for LSA’s | <https://discovery.ucl.ac.uk/id/eprint/10068445/1/Sharples_TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf> | 2  3  4 |

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

Budgeted cost: £ 37850

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Establish small group intervention for disadvantaged pupils falling behind age-related expectations | EEF Toolkit guidance:  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>  ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’ | 2 |
| Effective deployment of staff, Teaching Assistant apprentices and HLTA to support key children and year groups.  HLTA- two deployed to deliver PPA in classes to support the well-being needs of the children.  Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning.  Higher Level Teaching Assistant delivering outdoor learning across the whole Primary school. | ’ EEF research guidance:  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants>  ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.  <https://discovery.ucl.ac.uk/id/eprint/10068445/1/Sharples_TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf> | 2  3  4 |
| To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT and PP Lead  Pupil progress meetings termly  Regular monitoring of targeted interventions  Moderation using EYFS, Y2, Y4 and Y6 frameworks | EEF Toolkit guidance:  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>  ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’ | 2  4 |

**Wider strategies (for example related to attendance, behaviour, wellbeing £6483**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral support from Family Learning Mentor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.  Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at risk’ pupils as, or before, they start school.  Family Learning Mentor to :  Offer parenting group sessions working on specific needs developed through a needs analysis.  CAF/ TAF process with vulnerable families- allowing them to access key services  Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions  Family drop in weekly -1 hour  Attendance monitoring and meetings when needed.  Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.  Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings  Increased links with PAST team, SEND team and Health Professionals  Reintroduction of fines for unauthorised absence | EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies> | 1  3 |
| Use of outdoor learning to support key groups of pupils  Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.  Staff Training to increase access for all pupils to outdoor learning opportunities. | Key findings of Forest Research: <https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/>  The evaluation suggests Forest Schools make a difference in the following ways:   * **Confidence:**children had the freedom, time and space to learn and demonstrate independence * **Social skills:**children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play * **Communication:** language development was prompted by the children’s sensory experiences * **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time * **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills * **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment | 1  3 |

**Total budgeted cost: £ 6517.80**

**£ 37850.00**

**£ 6483.00**

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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*

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| Programme | Provider |
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# Further information (optional)

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| *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.* |