

Carcroft Primary School Pupil Premium Strategy Statement

Metric	Data
School name	Carcroft Primary School
Pupils in school	306
Proportion of disadvantaged pupils	42.9% (172 pupils)
Pupil premium allocation this academic year	£170,815
Academic year or years covered by statement	2020 - 2023
Publish date	November 2020
Review date	September 2021
Statement authorised by	Kirsty Laing
Pupil premium lead	James Tucker and Gemma Whitehead
Governor lead	Denise Coe

Disadvantaged pupil KS2 progress scores for last academic year 2019

Measure	Score (national benchmark in brackets)
Reading	-2.89 (0.32)
Writing	-1.43 (0.27)
Maths	-3.64 (0.37)

Disadvantaged pupil KS2 performance overview (Current validated data 2018-19)

Measure	Score (national benchmark in brackets)
Meeting expected standard at KS2	
• RWM	36% (71%)
• Reading	55% (78%)
• Writing	61% (83%)
• Mathematics	45% (84%)
Achieving high standard at KS2	
• RWM	3% (13%)
• Reading	6% (31%)
• Writing	9% (24%)
• Mathematics	9% (32%)

Barriers to learning

<ul style="list-style-type: none"> • Lack of support at home • Low value placed on education by the family • Lack of engagement of parents/carers with educational progress of their children • Low aspirations and low expectations, on the part of the family and the learners themselves • Limited opportunities outside school, leading to a narrower range of experiences • Lack of self-confidence and self-esteem • Poor social and other skills • Mental and physical health issues, often undiagnosed • Poor nutrition • Lack of sleep • Limited vocabulary and oral skills • No support with reading at home and lack of access to books • Poor attendance/Persistent absence

Strategy aims for disadvantaged pupils

Which areas will be our focus?	Target – what do we want to achieve?	Target date
Early Years Foundation Stage	<ul style="list-style-type: none"> - The quality of teaching in EYFS is at least good and children make rapid progress in all learning areas. - At least 66% of pupils achieve a good level of development. - Speech and Language interventions are fully embedded so that children make rapid progress in their speaking and listening skills. - Provision in the EYFS is carefully planned with an abundance of opportunities for children to develop and progress the basic skills required to be success learners as they progress through school. - The fundamental foundations for reading are taught consistently in the EYFS so that children are able to build on these in Key Stage One. 	September 2021
Early Reading and Phonics	<ul style="list-style-type: none"> - The teaching of Read, Write Inc is at least good for all children. - Teachers of RWI have accessed regular training to develop their confidence and skills in the delivery of this programme. - Regular assessment for learning and unit assessments ensure that children are placed in appropriate RWI groups and are able to make rapid progress. This is overseen by our Early Reading Leader who coordinates this provision. - High quality RWI techniques are embedded in whole-class teaching of reading so that children are able to apply their phonetic knowledge consistently. - At least 91% of children pass the Phonics Screening Check in Year 1 and 100% of children have passed the Phonics Screening Check by the end of Key Stage One. - Children in EYFS and Key Stage One love to read 	September 2021
Attainment and progress in Reading for all disadvantaged pupils, including the most able.	<ul style="list-style-type: none"> - Quality first teaching in reading is at least good in all classes. - The updated reading scheme is fully embedded in all classes and children are taught a high quality reading lesson every day. These lessons will include a range of opportunities for children to read high quality texts, discuss the books they have read and apply their skills to answer questions about their reading. - Children will make rapid progress in reading. - 100% of PP children make progress towards achieving their minimum expected standard in Reading. - At least 71% of children achieve age related expectations in reading at the end of Key Stage 2. - At least 55% of children achieve age related expectations in reading at the end of Key Stage 1. - Children are able to speak passionately about reading and have a favourite book that they can talk about. 	September 2021
Attainment and progress in Writing for all disadvantaged pupils, including the most able.	<ul style="list-style-type: none"> - Quality first teaching in reading is at least good in all classes. - The Write Stuff scheme of writing will be fully embedded in all classes - 100% of PP children make progress towards achieving their minimum expected standard in Reading. . - At least 71% of children achieve age related expectations in writing at the end of Key Stage 2. - At least 55% of children achieve age related expectations in writing at the end of Key Stage 1. - Children are able to speak passionately about reading and have a favourite book that they can talk about. 	September 2021
Attainment and progress in Maths for all disadvantaged pupils, including the most able.	<ul style="list-style-type: none"> - Quality first teaching in maths is at least good in all classes. - The same day intervention approach is fully embedded meaning that all children receive the support they need to make rapid progress in every lesson. - Children have access to concrete resources to explain their mathematical thinking. 	September 2021

	<ul style="list-style-type: none"> - At least 71 % of children achieve age related expectations in maths at the end of Key Stage 2. - At least 64% of children achieve age related expectations in maths at the end of Key Stage 1. 	
Emotional Wellbeing and Social, Emotional and Mental Health.	<ul style="list-style-type: none"> - Children demonstrate increasing resilience, perseverance and independence. - Children settle quickly into school / lessons and disruptions are a rarity. - Children are able to recognise their feelings and emotions and deploy strategies to regulate these in order to access classroom learning. - Children are happy at school speak positively about school. 	September 2021
Attendance and absence, including those deemed to be persistent absentees.	<ul style="list-style-type: none"> - Overall attendance in line with the national benchmark for all schools. - Gap between disadvantaged and others does not widen (currently 1.0). - PA for all pupils remains broadly in line with NA and gap between disadvantaged and others narrows by at least 2pp (currently 8.5). 	September 2021

Covid-19

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan

Quality First Teaching priorities for current academic year:

Focus Area	Activity
Quality First Teaching	<ul style="list-style-type: none"> - CPD sessions focused on raising the profile of disadvantaged children and the importance of staff understanding. - Release of experienced SLT to provide coaching and support for staff in school. - Head Teacher support for EYFS and Early Reading Leader to develop their leadership. - Read, Write, Inc. development days and additional CPD for staff delivering Read, Write, Inc. - CPD for staff on the effective deployment and development of support staff roles in school. - Additional INSET training for support staff to develop their expertise. - Additional leadership capacity/incentive in school to lead on key priority areas. - Release time for member of SLT to take a lead on the development of Early Career Teacher. - Additional member of teaching staff to support in delivery of Quality First Teaching in KS2. - Additional member of teaching staff to support in delivery of Quality First Teaching in EYFS. - Engagement with Trust CPD and Leadership networks.
Projected spending	£132,919.30
Monitoring	<ul style="list-style-type: none"> - Implementation informed by EEF guidance report - Regular agenda item for SLT and LGB - Regular analysis of data / tracking - In school formal and informal monitoring programme - CPD records

Targeted academic support for current academic year:

Focus Area	Activity
EYFS	<ul style="list-style-type: none"> - Additional member of support staff to facilitate immediate same day intervention and support for EYFS pupils around SEMH and Speech and Language (EEF Toolkit/Early Years Toolkit). - School funded full time hours for all children in FS1 above the government funded 15-hour provision. - Additional member of teaching staff to support teaching and learning in EYFS.
Phonics and Early Reading	<ul style="list-style-type: none"> - Additional teacher to support in the delivery of Early Reading for pupils in EYFS and KS1 for Autumn 2020 term. - 1:1 same day intervention to narrow the gap for PP children delivered by teaching assistants. - Additional daily phonics for targeted PP pupils. - Release time for SLT to complete additional RWI sessions for PP pupils in order to narrow the gap in phonics. - Rewards used as an incentive for pupils achieving agreed home-reading targets.
Mathematics	<ul style="list-style-type: none"> - Same day / in-class intervention for identified pupils including one: one and small group tuition. - Adapted provision resources for those who can't access their age-related curriculum (adults/pupils 2:5). - Targeted support for pupils to develop basic arithmetic and times tables skills. - Release time for senior and middle leaders to observe, coach and support teachers to ensure consistency of quality first teaching. - Additional resources to support the same day intervention approach: concrete resources for each class.

	<ul style="list-style-type: none"> - Release time for senior and middle leaders to observe, coach and support teachers to ensure consistency of quality first teaching.
Writing	<ul style="list-style-type: none"> - Pertinent interventions to develop basic skills of writing, including spelling, in line with school improvement priorities. - Resources to support in the deployment of TWS strategy across school. - Release time for senior and middle leaders to observe, coach and support teachers to ensure consistency of quality first teaching.
Reading	<ul style="list-style-type: none"> - Rapid Read intervention delivered by teaching assistants to narrow the gap for PP children in reading. - Adapted provision resources for those who can't access their age-related curriculum (adults/pupils 2:5), including Rapid Read above. . - Purchasing of additional books to support teaching of reading and expeditions so that all children have access to a copy of the text. - Release time for senior and middle leaders to observe, coach and support teachers to ensure consistency of quality first teaching.
Speech and Language	<ul style="list-style-type: none"> - Speech and Language 1:1 sessions delivered by our Speech and Language Champion, and classroom TAs, for targeted PP children.
Projected spending	£72074.28
Monitoring	<ul style="list-style-type: none"> - Reference to evidence based research (eg EEF) informing strategies - Regular analysis of data / tracking - In school formal monitoring time-table - Analysis of behaviour records - Analysis of walkthroughs and typicality checks - Review of personal support plan / EWB intervention (entry and exit) - SEND/LAC monitoring and visiting reports to LGB

Wider strategies for current academic year:

Focus Area	Activity
Emotional Wellbeing and Social, Emotional and Mental Health.	<ul style="list-style-type: none"> - Small group and 1:1 check in sessions for targeted PP children using zones of regulation tools to help develop understanding and recognition of feelings and emotions. - Small group and 1:1 intervention for targeted PP children to develop regulation tools and strategies. - Forest School sessions for targeted PP children. - Reward incentives for pupils displaying positive behaviour and learning habits. - Paul Carlile CPD focused on developing positive relationships and behaviour management techniques..
Attendance and absence, including those deemed to be persistent absentees.	<ul style="list-style-type: none"> - Member of staff directed to focus on attendance. As part of their role, this staff member will: <ul style="list-style-type: none"> o Engage with parents and families of persistent absentees and those at risk of becoming persistent absentees.. o First day absence phone calls o Weekly analysis of data, identification of 'at risk' pupils / families o Support for pupils o Support and challenge for target families o Short term crisis support for families o Home visits and agency meetings - Reward incentives for pupils achieving attendance targets.
Projected spending	£14590.75

Monitoring	<ul style="list-style-type: none"> - Individual pupil tracking / also families - Weekly analysis of attendance data – half termly summary report - Weekly meetings with attendance lead - Weekly reviews completed in Phase Meetings - Agenda item on SLT - Termly report to Trust and LGB
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Total Projected spending	£219584.33
+/-	£-48769.33