

## Pupil premium strategy statement: Carr Head Primary School 2018-19

1. Summary information					
<b>School</b>	Carr Head Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£56,736	<b>Date of most recent PP Review</b>	June 2016
<b>Total number of pupils</b>	217	<b>Number of pupils eligible for PP</b>	44	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment (July 2018)				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	5/6 83%		19/26 73%	
<b>% making progress in reading</b>	5/5 100%		19/26 73%	
<b>% making progress in writing</b>	4/5 80%		15/26 58%	
<b>% making progress in maths</b>	5/5 100%		18/26 69%	

### Comments:

1 pupil has no KS1 data so does not have a progress measure based on statutory assessments. In house assessments identify that this pupil made expected progress across the board from starting at Carr Head.

Progress measures for this group of PP pupils is 2.6, 0 and 0.5 in r, w and m.

% of PP pupils making at least expected progress is better than their peers.

Progress has been due to bespoke teacher-led intervention to narrow gaps in understanding. Well-being support has been provided on a 1:1 basis as appropriate.

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Closed mindset – lacking resilience and/or independence as a learner.
<b>B.</b>	Basic skills knowledge gaps – place value / sentence structure / phonics Standard interventions have not accelerated progress in core subjects. Some children have been receiving a limited curriculum, due to the increased focus on additional interventions (mostly led by support staff) during the afternoon.
<b>C.</b>	Missed opportunities within the curriculum for challenge
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance for pupils eligible for PP is 94.3%. Punctuality is also poor in some instances.
<b>E.</b>	Emotional immaturity and/or attachment difficulties due to early life experiences. Poor self-esteem.
<b>F.</b>	Limited life experiences due to financial constraints / parental engagement.

<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils demonstrate effective characteristics of learning through open mindset and taking control of their own learning.	Pupils use AfL cups effectively to develop understanding;
<b>B.</b>	Rapidly improving standards in core subjects, measured against NC expectations. Standards/progress to be reviewed at termly pupil progress meetings. PP lead to collate group data with the focus on measuring progress. Attainment recorded on the Lancashire Tracker.	Effective interventions close knowledge gaps; Milestones document identifies rising standards throughout the year. By the end of the academic year, the gap has narrowed between the attainment of PP and non-PP pupils.
<b>C.</b>	The most able disadvantaged pupils, reach the standards of which they are capable. Progress measure from KS1 to KS2 for PP pupils matches that of non-PP pupils.	Pupils eligible for PP identified with high prior attainment ability make as much progress as 'other' pupils identified as high ability; Feedback is specific, accurate and clear;
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.3% to 97% in line with school target.
<b>E.</b>	Analysis of Boxall profile assessments identifies that baseline issues have been addressed.	Therapeutic support provided either on 1:1 or as a result of adult CPD raises self-esteem; Individuals have the required skills and ability to apply them to challenging experiences;
<b>F.</b>	Wider life experiences	All PP children attend all school trips / residential visits for their cohort; All PP children have the opportunity to attend at least 2 extra-curricular clubs throughout the year;

### 3. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all A,B,C

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils demonstrate effective characteristics of learning through open mindset and taking control of their own learning.	<p>Staff training on developing meta-cognition ('learning to learn') in the high attaining pupils.</p> <p>Support staff linked to classes to build relationships with children. Use same language as teachers and provide encouragement and support to develop learning.</p>	Many different evidence sources, e.g. EEF Toolkit suggest meta-cognition is an effective way to improve attainment and are suitable approaches that we can embed across school.	<p>Pupil interviews to monitor impact of learning; Lesson observations;</p> <p>Displays throughout school celebrate learning / positive mindset – Learning pit displays in classrooms; Dojo used to encourage and reward pupils demonstrating aspects of growth mindset – consistent across school.</p> <p>Sharing good practice in KS meetings;</p> <p>CPD £500</p> <p>TA hours x 2205.5 hrs £35,574.72</p>	SN/AS	Impact discussed each term at staff meetings.
<p>Rapidly improving standards in core subjects, measured against NC expectations.</p> <p>Standards/progress to be reviewed at termly pupil progress meetings.</p>	Weekly guided group sessions for pupils with experienced teacher in core lessons as appropriate to accelerate/consolidate learning;	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to provide extra support to maintain high attainment.</p>	<p>Impact of actions considered following pupil progress meetings. Monitored by SEC.</p> <p>TA hours x 133 hrs £2,145.29</p>	AS	PP lead to collate group data with the focus on measuring progress each term.

<p>All disadvantaged pupils, reach the standards of which they are capable.</p> <p>Progress measure from KS1 to KS2 for PP pupils matches that of non-PP pupils.</p>	<p>CPD – responsive teaching.</p> <p>Observation in other local schools where the approach is embedded and impacting positively on standards and progress.</p> <p>To invest some of the PP funding in longer term change which will help all pupils.</p> <p>CPD on providing stretch for high attaining pupils.</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment and are suitable approaches that we can embed across school.</p> <p>To ensure that PP pupils can exceed expected standards for their age.</p>	<p>CPD provided in-house by new DHT who is experienced in using the technique.</p> <p>Planned training and review meetings – teaching staff have ownership of the development and roll out of change.</p> <p>Peer observations in other local schools arranged by DHT as appropriate.</p> <p>Lessons from CPD and developing practice embedded in relevant school policies e.g. feedback and marking.</p> <p>CPD, inc supply cover £ 980 Resources £ 201.83</p>	<p>Maths and English Subject Leads for high quality feedback.</p> <p>DHT for metacognition.</p>	<p>Oct 2018 Jan 2019 April 2019 July 2019</p>
<b>Total budgeted cost</b>					<b>£39,401.84</b>
<b>ii. Targeted support D,E</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Analysis of Boxall profile assessments identifies that baseline issues have been addressed.</p>	<p>Therapeutic support provided either on 1:1 (with play therapist) or as a result of adult CPD (nurture and class based) raises self-esteem; Individuals have the required skills and ability to apply them to challenging experiences;</p>	<p>Children cannot focus on learning and be empowered in school if they are worried about external events at home or have low self-worth.</p>	<p>CPD for staff to interpret information from Boxhall profile and deliver steps to address areas for development.</p> <p>Therapist £7,600 Nurture HLTA x 243 hrs £5,724.81 Resources £500 CPD £350</p>	<p>SENCO/DSL</p>	<p>Informal weekly update from play therapist; Pupil progress meetings each term; ILP/IBP meetings to review progress each term.</p>

Increased attendance and punctuality rates for pupils eligible for PP.	Monthly attendance check to identify pupils with attendance < 95%. For pupils with attendance between 90 and 95%, letter home to highlight concerns and offer support as necessary. For attendance <90% invite to face-to-face meeting. Attendance contract agreed and started. Regular monthly review of targets agreed. Support from WHEP team if required.	Pupils whose attendance is linked to poor punctuality are missing interventions designed to narrow the knowledge/skills gap that are delivered at the start of the day.  We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	HT to monitor and review process with attendance lead.  Feedback to full governing board each term.	Attendance lead – Helen Thornley	Jan 2019; April 2019; July 2019
<b>Total budgeted cost</b>					<b>£14,174.81</b>
<b>iii. Other approaches F</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All PP children attend all school trips / residential visits for their cohort; All PP children have the opportunity to attend at least 2 extra-curricular clubs throughout the year;	Adapted times of extra - curricular clubs to include lunchtimes – reduces impact on parents collecting from school. Focus of lunchtime clubs is not sport based – allows different talents to flourish.  Residential and day visits are subsidised to ensure that pupils access all opportunities for learning.	Verbal feedback from parents who have children in different classes/ key stages – inconvenience to have to make 2 visits to collect children from school.	Club registers; SLT has overview of club provision at lunchtimes;  TA time: 57hrs £919.35 Resources: £100  Subsidised visits £2140	DW (SLT)	Dec 2019      Throughout the year – each trip
<b>Total budgeted cost</b>					<b>£ 3,159.35</b>
<b>Grand Total</b>					<b>£56,736</b>