

# Pupil premium strategy statement (Carr Head Primary School)

## School overview

Metric	Data
School name	Carr Head Primary School
Pupils in school	210
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£ 60,980
Academic year or years covered by statement	2019-22
Publish date	10 December 2019
Review date	10 December 2020
Statement authorised by	Angeli Slack
Pupil premium lead	Angeli Slack
Governor lead	Aly Spencer

## Disadvantaged pupil progress scores for last academic year (July 2019)

Measure	Score
Reading	+0.86
Maths	+2.37

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	66% (maths and reading)
Achieving high standard at KS2	22% (maths and reading)

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff have received paid-for training to deliver Letters and Sounds effectively.
Priority 2	Ensure that all relevant staff have the subject knowledge (specifically sentence structure including GPS) required to effectively teach the progression of writing skills across each year group.
Priority 3	Ensure all pupils are able to access wider opportunities within the curriculum, including but not limited to residential trips.

Barriers to learning that these priorities address	Ensuring staff use evidence-based whole-class teaching interventions. Financial limitations of the family.
Projected spending	£ 61,000 TOTAL

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading with lowest confidence mark at least 0	Dec 2021
Progress in Writing	Achieve at least national average progress scores in KS2 Writing with lowest confidence mark at least 0	Dec 2022
Progress in Mathematics	Achieve at least national average progress scores in KS2 Mathematics with lowest confidence mark at least 0	Dec 2020
Phonics	Achieve at least national average expected standard in PSC	Dec 2020
Other	Improve attendance of identified disadvantaged pupils to above 90% (Targeting those pupils with PA)	Dec 2020
Other	Reduce the impact of external pressures that hamper pupils accessing the curriculum due to impaired SEMH	Dec 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1 and writing at KS1 and KS2**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Bespoke phonics training provided by LCC consultant for relevant staff. Buy Junior Librarian licence and open the library after school once a week to support wider reading and reading for

	pleasure. Purchase additional guided reading resources that are closely matched to phonics phases. Additional staff deployed in EYFS/KS1 to support development of early reading and writing skills.
Priority 2	Establish small group writing/GPS interventions for disadvantaged pupils falling behind age-related expectations or with predicted below average progress. Break down GPS progression across KS2.
Barriers to learning that these priorities address	Encouraging wider reading and providing catch-up in writing – typically an area of weakness
Projected spending	£ 25,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Establishing a Family Support / Learning Mentor to support families with acute need and attendance
Priority 2	Maintaining Reddy Brekkers Breakfast club and play therapy support for identified pupils
Priority 3	Financial support provided for most disadvantaged pupils to enable access to trips/ residential stays promoting the development of cultural capital
Barriers to learning that these priorities address	Improving attendance and readiness to learn for the most disadvantaged and vulnerable pupils Financial restrictions limit access to wider opportunities
Projected spending	£ 36,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided
Targeted support	Ensuring enough time for appropriate adults, including class teachers to support small groups	Deploy HLTA to release teachers in KS2 to lead small writing/GPS intervention groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools; Supervision for school staff.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Reading progress above national. Writing remains the weaker area, particularly at the higher standard and the spelling aspect of GPS.
Progress in Mathematics	Improvement in progress of disadvantaged pupils at KS2. Effective interventions led by the class teacher have facilitated improved standards.
Other	Disadvantaged pupils access all school visits providing opportunities that enrich their cultural capital. Behaviour of those pupils who access play therapy is improved but this is less effective with the current nurture provision. This will be reviewed and altered from 2019 onwards.
Attendance	No improvement in attendance since last year: Attendance is affected by a small number of PA families with whom we have been working. In a couple of instances, the family have moved away but remained on our roll as they haven't registered with a new school. New focus on cross-phase working to address this issue.