

March 2021 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	£ 72,835
Academic year or years covered by statement	March 2021 - 2022
Publish date	12 March 2021
Review date	July 2022
Statement authorised by	Angeli Slack
Pupil premium lead	Angeli Slack
Governor lead	Aly Spencer

Disadvantaged pupil progress scores for last academic year (July 2019) Due to Covid-19, no data available for July 2020 or July 2021

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 that all relevant staff have the subject knowledge required to effectively teach the progression of skills across each year group.
Priority 2	Ensure that the provision to address SEMH meets the needs of the most vulnerable pupils, enabling them to access quality first teaching.

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	£ 72,835 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	July 2022
Progress in Writing	Achieve at least national average progress scores in KS2 Writing with lowest confidence mark at least 0	July 2023
Progress in Mathematics	Achieve at least national average progress scores in KS2 Mathematics with lowest confidence mark at least 0	July 2022
Phonics	Achieve at least national average expected standard in PSC	June 2022
Other	Improve attendance of identified disadvantaged pupils to above 90% (Targeting those pupils with PA)	Dec 2021
Other	Reduce the impact of external pressures that hamper pupils accessing the curriculum due to impaired SEMH	Ongoing, starting initially with Y1.

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	Release the DHT from the classroom to facilitate team teaching and coaching – strengthening a newly established programme of assertive mentoring to identify specific next steps and accelerate learning.
Priority 2	Employing a Pastoral Manager and Counsellor to provide bespoke guidance and support for classroom staff to meet the SEMH needs of the most vulnerable children across school. Introduction of

	group play therapy as well as extending our capacity to offer 1:1 counselling. Impact: Children will be able to self-regulate; demonstrate resilience and positive behaviour for learning.
Barriers to learning that these priorities address	Classroom practice is not consistently based on researched informed practice; Inconsistencies in assessment and the identification of next steps. Providing CPD for classroom staff in a pincer movement – building on best practice resulting in quality first teaching alongside trauma informed routines and interactions. Improving attendance and readiness to learn for the most disadvantaged and vulnerable pupils
Projected spending	£ 70,500

Wider strategies for current academic year

Measure	Activity
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	Financial restrictions limit access to wider opportunities
Projected spending	£ 2,335

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 pupil conferencing sessions or small 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
Ensure all relevant staff have received paid-for training to deliver Letters and Sounds effectively.	The standard of phonics lessons has improved for those staff that attended the CPD. Prior to lockdown, the number of pupils on track to meet the expected standard in Y1 was in line with national for all pupils.
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.	This is ongoing as part of the SDP. Lockdown has again affected the standards in writing for all pupils, especially the most disadvantaged. This will be addressed as part of the recovery curriculum and covid catch up provision for all.
Ensure all pupils are able to access wider opportunities within the curriculum, including but not limited to residential trips.	The ability to access different elements of school has improved the cultural capital for the most disadvantaged pupils. Unfortunately, covid restrictions limited access to residential visits so we are considering alternatives. The use of PP funding to enable pupils to access enhancements will remain for the foreseeable future.